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This document investigates the Wayne State Experimental Project in the Region 9 Teaching Center of Detroit (WEXPO-9) which is designed as a cooperative program to better prepare inner city teachers by introducing them to student teaching (in the inner city) in their junior year; to assess the influence of preparation in concepts of teaching and learning, observational procedures, and instrumentation on teacher behavior; and to detect changes in teaching behaviors of the small group of student teachers throughout the three phases of the program (coinciding with three quarters of the academic year). Background information on program construction is included along with descriptions of activities in each phase of the program, such as volunteer paraprofessional work and instruction in the languages of teaching and learning in phase one, actual contact with student teaching in phases two and three, and instruction in the use of observational schedules and feedback in all phases. Through analysis of the detailed objective and subjective evaluation data accompanying each section, the following conclusions were reached: an awareness of the language of teaching concepts and training in observing and interpretating data had a positive effect on teaching behaviors, and the student teachers were better prepared for teaching in the inner city than those involved in conventional student teaching programs. (SM)

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WEXPO-9

AN EXPERIMENTAL APPROACH TO THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS FOR INNER-CITY SCHOOLS

CONDUCTED BY THE PERSONNEL OF THE REGION 9 TEACHING CENTER
OF THE
DETROIT PUBLIC SCHOOLS AND THE ELEMENTARY EDUCATION DEPARTMENT
OF THE
COLLEGE OF EDUCATION- WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN

REPORT DESIGNED AND EXECUTED BY DR. VIRGINIA B. MORRISON, ASSOCIATE PROFESSOR
MR. WILLIAM J. RAY, INSTRUCTOR

SP002312

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- LUCILLE OSBOURNE
- NANCY WAGNER
- NOREEN WAGNER

IRVING SCHOOL:
- MATTIE GOLDSBY
- CATHERINE KNICELY
- EUGENE TERRY
- GERTRUDE TOMPSON

KENNEDY SCHOOL:
- FLORENCE MONTGOMERY
- DOROTHY SWARTZMAN

KENNEDY ANNEX SCHOOL:
- WALTER TAYLOR

WEXPO-9 STUDENTS: 1967-68

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PATRICIA BYRNE
NANCY FARCO
MARSHA GLAWE
JEFFREY GREER
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JANICE LAPAY
NORMA PETERSON
ESTHER ROMAN
LOIS STEINKRAUS
-- CHRIS TAYLOR
LINDA WAINER
CONSTANCE WILK
MARIAN WISEMAN
DEBORAH WILLENS

-- DROPPED VOLUNTARILY AT END OF FALL QUARTER.

Scoot

WEXPO-9

AN EXPERIMENTAL APPROACH TO THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS FOR INNER-CITY SCHOOLS

PHASE I

CONDUCTED BY THE PERSONNEL OF THE REGION 9 TEACHING CENTER
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CHAPTER I

INTRODUCTION

PREFATORY NOTE

THIS REPORT IS A DESCRIPTION AND AN EVALUATION OF AN ELEMENTARY EDUCATION DEPARTMENTAL PROGRAM AT WAYNE STATE UNIVERSITY FOR ENTERING UNDERGRADUATE STUDENTS IN THE COLLEGE OF EDUCATION, WITH NO PREVIOUS EDUCATIONAL COURSE WORK, WHO EXPRESSED AN INTEREST IN TEACHING IN INNER-CITY ELEMENTARY SCHOOLS IN DETROIT, MICHIGAN, ENTITLED THE "WAYNE STATE EXPERIMENTAL PROJECT OF THE REGION 9 TEACHING CENTER".

THE PROJECT WAS DESIGNED THROUGH INITIAL CONFERENCES WITH MEMBERS OF THE REGION 9 TEACHING CENTER STEERING COMMITTEE AND THE ELEMENTARY EDUCATION DEPARTMENT, UNDER COOPERATIVE COLLEGE-PUBLIC SCHOOL RELATIONSHIPS, AND ENCOMPASSED THREE ACADEMIC QUARTERS OF THE JUNIOR YEAR OF 1967-68 AND A SENIOR TEACHING INTERNSHIP FOR THE ACADEMIC YEAR OF 1968-69.

NO SUPPLEMENTAL FUNDING WAS REQUIRED TO IMPLEMENT THIS PROJECT WITHIN THE EXISTING FACILITIES, LOAD AND STRUCTURE OF THIS RELATIONSHIP. BECAUSE THE COLLEGE OF EDUCATION AT WAYNE STATE UNIVERSITY IS ENGAGING IN A SERIES OF PROGRAMS DESIGNED TO BETTER PREPARE TEACHERS TO MEET THE NEEDS OF URBAN SCHOOL CHILDREN, THIS PARTICULAR PROJECT (WEXPO-9) IS AN 'EXPLORATION IN VARIATION' WITHIN THE COLLEGE-PUBLIC SCHOOL SETTING.

IT IS HOPED THAT DATA GATHERED WILL SUGGEST PROGRAM VARIATIONS AND SCHEDULING POSSIBILITIES; WILL ENCOURAGE THE USE OF DIVERSE ACTIVITIES AND INSTRUMENTATION TO MEASURE PROCESSES AND OUTCOMES; AND WILL ASSIST IN FUTURE PLANNING FOR THE PREPARATION OF URBAN ELEMENTARY SCHOOL TEACHERS.

THE MATERIAL FOR THIS REPORT WAS COLLECTED AT SPECIFIC POINTS DURING THE WEXPO-9 PROJECT BY THE AUTHORS, AS NOTED BY DATE ON THE MATERIALS, IN ORDER TO IDENTIFY TRENDS IN PARTICULAR AREAS UNDER INVESTIGATION.

APPROACHES

THE FOLLOWING APPROACHES WERE UTILIZED IN PREPARING THE JUNIOR YEAR ASPECT OF THE WEXPO-9 PROGRAM:

1. A MORE INDIVIDUALIZED SERIES OF CONTACTS WAS PLANNED FOR A SMALL GROUP OF STUDENTS- INDIVIDUALLY AND COLLECTIVELY- WHO REMAINED TOGETHER THROUGHOUT THREE CONSECUTIVE QUARTERS IN THE PUBLIC SCHOOL-COLLEGE ENVIRONMENT. INSTRUCTOR RESPONSIBILITIES WERE VESTED IN THREE COLLEGE INSTRUCTORS, WITH TWO OF THESE INSTRUCTORS RESPONSIBLE FOR THE JUNIOR YEAR ADVISEMENT, METHODOLOGY INSTRUCTION, AND SUPERVISION OF STUDENT TEACHING PORTIONS OF THE EXPERIENCES.
2. INSTRUMENTATION TO MEASURE, BOTH OBJECTIVELY AND SUBJECTIVELY, SELECTED AREAS OF PERFORMANCES, CHARACTERISTICS, AND REACTIONS OF THE STUDENT GROUP WERE EMPLOYED.
3. THE USE OF 'FEEDBACK' INFORMATION FROM THE INSTRUMENTATION, IN PERSONAL CONFERENCES AND GROUP WORK, FACILITATED INSTRUCTOR-STUDENT-SUPERVISING TEACHER-SUPERVISOR DECISION MAKING.
4. STUDENT, COLLEGE AND PUBLIC SCHOOL PERSONNEL EVALUATIONS TO MEASURE PROCESSES AND OUTCOMES OF THE PROJECT EXPERIENCES WERE COLLECTED FOR ANALYSIS.

FORMAT OF THE REPORT

THE FORMAT OF THE REPORT CONSISTS OF PRESENTING THE NEED FOR EXPERIMENTAL PROGRAMS OF TEACHER PREPARATION FOR INNER-CITY TEACHING; THE PROBLEM AREAS TO BE INVESTIGATED; QUESTIONS TO BE ANSWERED; AND A DESCRIPTION OF EACH PHASE OF THE PROJECT WITH ITS ACTIVITIES, INSTRUMENTATION AND ANALYSES OF DATA.

PHASE I IS CONCERNED WITH THE INTRODUCTORY EDUCATION COURSE (ED. 3015) ACTIVITIES AND EVALUATIONS; PHASE II IS CONCERNED WITH STUDENT TEACHING I (EL.ED. 3312), ENGLISH EDUCATION 3537 (METHODS AND MATERIALS IN THE TEACHING OF LANGUAGE ARTS), AND SOCIAL STUDIES EDUCATION 4576; AND PHASE III IS CONCERNED WITH STUDENT TEACHING II (EL.ED.4312), MATHEMATICS EDUCATION 3525, AND ENGLISH EDUCATION 3531 (CHILDREN'S LITERATURE) ACTIVITIES AND EVALUATIONS.

CONCLUSIONS AND IMPLICATIONS DERIVED FROM THE DATA MAY SERVE AS FUNDAMENTAL RESEARCH IN THIS AREA OF TEACHER EDUCATION AND AS A BASIS FOR OTHER EDUCATIONAL PROGRAMS, INSTRUMENTATION, AND ANALYSES DESIGNED TO PROVIDE FOR URBAN YOUTH THROUGH ASSISTANCE TO THEIR FUTURE TEACHERS.

SIGNIFICANCE OF THE PROJECT

THE 'PRESS' FOR EDUCATING TEACHERS FOR DISADVANTAGED AREA SCHOOLS IS A CRITICAL ISSUE, IN URBAN AREAS, BOTH FOR TEACHER PREPARATION INSTITUTIONS AND FOR PUBLIC SCHOOL SYSTEMS. THE OBVIOUS NEED FOR WELL-PREPARED TEACHERS CALLS FOR IMMEDIATE, PRACTICAL AND INNOVATIVE PROGRAMS, BASED ON SOUND EDUCATIONAL PRACTICES, AND AMENABLE TO COOPERATIVE IMPLEMENTATION AND ASSESSMENT.

COUPLED WITH THESE PRE-SERVICE EDUCATIONAL EXPERIENCES IS A CONCOMMITANT NECESSITY FOR THE IN-SERVICE COOPERATION OF THOSE WHO ARE TO GUIDE THE ACTIVITIES OF POTENTIAL TEACHERS- INVOLVEMENT OF THE NEOPHYTE, THE PUBLIC SCHOOL AND COLLEGE TEACHING STAFFS, THE ADMINISTRATIVE PERSONNEL AND THE PLACEMENT OFFICERS.

THIS 'PROPOSED BRIDGE TO REALITY' INVOLVES, AT EVERY LEVEL, THE ABOVE MENTIONED PERSONS IN THE COOPERATIVE VENTURE OF PLANNING, FACILITATING, SYNTHESIZING AND ANALYZING SUCH PRE-SERVICE EXPERIMENTS IN ORDER FOR NEWER PATTERNS OF TEACHER PREPARATION TO EMERGE.

STATEMENT OF THE PROBLEM

ASIDE FROM THE PRIMARY OBJECTIVE OF PROVIDING PROFESSIONAL PREPARATION FOR PRE-SERVICE TEACHERS FOR INNER-CITY SCHOOLS, AT AN EARLIER STAGE THAN NOW REGULARLY CONDUCTED IN DEPARTMENTAL PROGRAMS, THE PROJECT SOUGHT TO GAIN EVIDENCE CONCERNING THE PROJECT PROCEDURES, PROCESSES AND OUTCOMES THROUGH REACTIONS OF THE STUDENT PARTICIPANTS AND THE INVOLVED PERSONNEL. IDENTIFICATION OF, AND CHANGES IN, TEACHING BEHAVIORS OF THE STUDENTS WERE DEEMED IMPORTANT ASPECTS OF THE PROJECT.

EXPLORATORY PROBLEM AREAS

1. GENERAL CHARACTERISTICS AND ATTRIBUTES OF THE STUDENT SAMPLE.
2. INTEREST INVENTORY AND VALUE SCALE DATA ON THE STUDENT SAMPLE.
3. STUDENT PERCEPTIONS OF PUPILS, SCHOOLS AND PROJECT EXPERIENCES.
4. TEACHING BEHAVIORS AND CHANGES IN SELECTED DIMENSIONS.
5. PUBLIC SCHOOL AND COLLEGE PERSONNEL EVALUATIONS.

ASSUMPTIONS OF THE WEXPO-9 PROJECT

SEVERAL ASSUMPTIONS REGARDING THE PROJECT WERE CLARIFIED PRIOR TO ITS INCEPTION:

1. EARLY IDENTIFICATION, IN THE ENTERING JUNIOR YEAR TO THE COLLEGE OF EDUCATION, OF VOLUNTEER STUDENTS INTERESTED IN INNER-CITY TEACHING WAS POSSIBLE.

2. ALL TYPES OF STUDENT PLACEMENT IN THEIR PREFERRED SCHOOLS FOR EARLY AND CONTINUOUS INVOLVEMENT WERE FEASIBLE WITHIN THE EXISTING FACILITIES AND COOPERATIVE STRUCTURES OF THE COLLEGE AND THE REGION 9 TEACHING CENTER.

3. PERSONAL CONTACT AND PROFESSIONAL CONTINUITY WITH STUDENTS AND SCHOOLS, NOT GENERALLY POSSIBLE IN THE REGULAR DEPARTMENTAL PROGRAM, WAS POSSIBLE THROUGH THE ASSIGNMENT OF TWO ADVISERS WHO, WITH A STAFF MEMBER FROM THE EDUCATIONAL PSYCHOLOGY DEPARTMENT FOR INSTRUCTION OF THIS PARTICULAR COURSE, WOULD HAVE FULL RESPONSIBILITY THROUGHOUT THE THREE ACADEMIC QUARTERS OF THE JUNIOR YEAR FOR ADVISEMENT, PROGRAM AUTHORIZATION, INSTRUCTION IN FOUR 'METHODS' COURSES, AND SUPERVISION OF BOTH STUDENT TEACHING CONTACTS IN THE REGION 9 SCHOOLS.

4. STUDENTS COULD EXPERIENCE 'SOONER REALITY' IN THEIR FUTURE SCHOOLS OF PARTICIPATION AND EMPLOYMENT WITH COURSE WORK CENTERED PRIMARILY IN THE SCHOOLS RATHER THAN ALWAYS IN THE COLLEGE BUILDING. SUCH EARLY, DIRECT PLACEMENT INTO THE SCHOOL WOULD PROVIDE OPPORTUNITIES TO BE MORE THAN A 'VISITOR' OF THE SCHOOL; IT WOULD FACILITATE BOTH STUDENT AND SCHOOL STAFF CONTACT IN RELATIONSHIPS WITH CHILDREN AND ADULTS.

5. PREFERENCES FOR THE LOCALE OF THE STUDENT TEACHING CONTACTS COULD BE MORE EASILY HONORED AMONG THESE 'FAMILIAR' SCHOOLS FOR THE STUDENTS. SINCE THIS WAS A GROUP COMMITTED TO INNER-CITY TEACHING, BOTH CONTACTS COULD BE PROVIDED FOR THE GROUP OF 19 STUDENTS WITHIN THE SIX SCHOOL COMPLEX ON A PREFERENCE BASIS. STUDENT-SUPERVISOR-ADMINISTRATIVE DECISIONS, RATHER THAN ARBITRARY PLACEMENT, COULD BE MUTUALLY ARRANGED FOR THE TWO STUDENT TEACHING EXPERIENCES.

6. THE USE OF APPROPRIATE 'HARDWARE AND ASSESSMENT TOOLS'[1] COULD CAPITALIZE ON THE RESOURCES OF THE COLLEGE AND THE SCHOOLS THROUGH VIDEO-TAPING OF LESSONS (BOTH DEMONSTRATION AND NOVICE) FOR STUDENT FEEDBACK IN INSTRUCTIONAL COURSES AND STUDENT TEACHER SEMINARS.

7. THE SCHOOL ADMINISTRATIVE AND TEACHING STAFFS WOULD HAVE MORE OPPORTUNITY TO KNOW THE STUDENT WHO MIGHT APPLY FOR EMPLOYMENT IN THE PARTICULAR SCHOOL (AS BOTH A SENIOR YEAR INTERN AND A FULL-TIME BEGINNING TEACHER), BECOMING INVOLVED IN EVALUATION OF THE STUDENT FROM THE OBSERVATIONAL PHASE THROUGH THE COMPLETION OF THE STUDENT TEACHING PERIOD. SIMILARLY, THE STUDENTS' KNOWLEDGE OF THE SCHOOL ENVIRONMENTS AND PERSONNEL WOULD ENHANCE EMPLOYMENT PREFERENCES.

8. THREE ACADEMIC QUARTERS, WITH COORDINATION OF ADVISEMENT-INSTRUCTION-SUPERVISION COMPONENTS, WOULD PROVIDE A 'HOME BASE' FOR STUDENTS WITH THE COOPERATING STAFF RATHER THAN THE STUDENT BEING AN 'UNKNOWN' IN VARIOUS STAGES OF A COLLEGE PROGRAM.

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[1] THE TECHNOLOGY REQUIRED TO FACILITATE PROJECT PROCEDURES SUCH AS VIDEO-TAPE RECORDERS, AUDIO RECORDERS, COPY MACHINE USE, LANGUAGE LABORATORY MATERIALS,

LIMITATIONS OF THE WEXPO-9 PROJECT

WITH THE TACIT UNDERSTANDING THAT, AMONG THE SELECTED STUDENT PARTICIPANTS, GREAT VARIATIONS OF BACKGROUNDS, ABILITIES, INTERESTS, MOTIVES AND CHARACTERISTICS EXISTED AND WERE UNCONTROLLABLE IN SUCH A PROGRAM, THE AUTHORS ALSO RECOGNIZED LIMITING FACTORS, AS FOLLOWS:

1. ALTHOUGH 74 STUDENTS APPLIED FOR ADMISSION TO THE PROJECT, DESIGNED TO ACCOMMODATE A MAXIMUM OF 20 STUDENTS, THE 19 STUDENTS SELECTED ON THE BASES OF ADMISSION TO THE COLLEGE; RECOMMENDATIONS FROM THE ADMISSIONS AND RECORDS OFFICE PERSONNEL; GRADE POINT AVERAGE SUFFICIENT FOR DEPARTMENTAL ADMISSION; PERSONAL STATEMENTS OF INTEREST AND PURPOSE; HANDWRITING AND ENGLISH SKILLS; PERSONAL INTERVIEWS AND WILLINGNESS TO PARTICIPATE IN THE INTENSIVE JUNIOR YEAR AND SENIOR YEAR INTERNSHIP MAY NOT HAVE MET MORE SOPHISTICATED CRITERIA.
2. DIVERSE PERSONAL MOTIVATIONS AND THE SALARIED SENIOR YEAR INTERNSHIP WERE ALSO CONSIDERED TO BE INFLUENCING FACTORS IN THE EXPRESSED COMMITMENTS TO THE PROGRAM.
3. THE PROJECT MAY HAVE BEEN TOO AMBITIOUS AND INCLUDED TOO MANY VARIABLES FOR MEASUREMENT IN TERMS OF ALLOCATED STAFF TIME AND LOAD FOR BOTH THE COLLEGE AND PUBLIC SCHOOL MEMBERS.
4. UNDER PRESENT CRISIS CONDITIONS IN THE PUBLIC SCHOOLS- LARGE CLASSES; AFTER-SCHOOL PROGRAMS; SHORTAGE OF TEACHERS; FEDERAL, STATE, CITY AND PHILANTHROPIC PROJECTS; TEACHING LOADS, AND OTHER SERIOUS SCHOOL, COMMUNITY AND SOCIAL PROBLEMS, THE PROLIFERATION OF YET ONE MORE PROJECT MAY HAVE DILUTED THE TIME AND ENERGIES OF THE PERSONS INVOLVED.

AREAS FOR INSTRUMENTATION

PHASE I: EDUCATION 3015 (AMERICAN SCHOOLS AND SOCIETY)

PHASE II: ENGLISH EDUCATION 3537 (METHODS/MATERIALS-LANGUAGE ARTS)
SOCIAL STUDIES EDUCATION 4576
STUDENT TEACHING I (EL. ED. 3312)

PHASE III:MATHEMATICS EDUCATION 3525
ENGLISH EDUCATION 3531 (CHILDREN'S LITERATURE)
STUDENT TEACHING II (4312)

STUDENT PARTICIPANT EVALUATIONS
INSTRUCTOR- SUPERVISORY EVALUATIONS
PUBLIC SCHOOL PERSONNEL EVALUATIONS

STUDENT PROJECT BIBLIOGRAPHY AND LITERATURE SAMPLES, COURSE WORK DESCRIPTIONS AND REFERENCE MATERIALS WILL BE CITED AS WILL COPIES OF THE INSTRUMENTS USED FOR MEASUREMENT.

OBSERVATIONAL SCHEDULES, EVALUATIVE RECORDS AND FORMS, ETC.

CHAPTER II

DESCRIPTION OF THE WEXPO-9 PROJECT

PRE-PLANNING A COOPERATIVE COLLEGE-PUBLIC SCHOOL VENTURE

THE REGION 9 TEACHING CENTER WAS FORMED IN THE FALL OF 1966 AS A COOPERATIVE RELATIONSHIP BETWEEN THE DETROIT PUBLIC SCHOOLS' CONTINUING EDUCATION OFFICE AND THE ELEMENTARY EDUCATION DEPARTMENT OF THE COLLEGE OF EDUCATION AT WAYNE STATE UNIVERSITY, DETROIT, MICHIGAN. THIS PARTICULAR VENTURE CENTERED IN SIX ELEMENTARY, INNER-CITY SCHOOLS OF REGION 9.

THE 'CENTER' CONCEPT IMPLIES NOT A PHYSICAL ENTITY BUT A RELATIONSHIP OF GEOGRAPHICALLY LOCATED SCHOOLS TO MUTUALLY FACILITATE SUCH TEACHER PREPARATION ACTIVITIES WITH THE COLLEGE OF EDUCATION. THE REGION 9 TEACHING CENTER INCLUDES THE BURTON, CAMPBELL, FRANKLIN, IRVING, KENNEDY, AND KENNEDY ANNEX SCHOOLS LOCATED IN THE GEOGRAPHICAL AND SOCIO-ECONOMIC DESIGNATION OF THE 'INNER-CITY'.

A STEERING COMMITTEE, RESPONSIBLE FOR LIASON BETWEEN THE ELEMENTARY EDUCATION DEPARTMENT, THE CONTINUING EDUCATION OFFICE, THE FIELD EXECUTIVE OF REGION 9, THE ADMINISTRATIVE PRINCIPALS AND ASSISTANT PRINCIPALS, AND THE SUPERVISING TEACHERS OF THE SIX SCHOOLS, WAS FORMED IN SEPTEMBER OF 1966. THIS COMMITTEE WAS COMPOSED OF A REPRESENTATIVE FROM THE CONTINUING EDUCATION OFFICE; THE PRINCIPAL OF FRANKLIN SCHOOL; TWO ASSISTANT PRINCIPALS- FROM CAMPBELL AND BURTON SCHOOLS; TWO CLASSROOM SUPERVISING TEACHERS- FROM IRVING AND KENNEDY ANNEX SCHOOLS; A CENTER COLLEGE ADVISER AND A CENTER COLLEGE SUPERVISOR FROM THE COLLEGE OF EDUCATION. INITIAL PLANNING MEETINGS INCLUDED OTHER CONTINUING EDUCATION OFFICE MEMBERS; STAFF FROM THE ADMISSIONS AND RECORDS AND THE DIRECTED TEACHING OFFICES OF THE COLLEGE; THE FIELD EXECUTIVE OF REGION 9; THE CHAIRMAN OF THE ELEMENTARY EDUCATION DEPARTMENT; THE ASSOCIATE DEAN OF THE COLLEGE; AND DESIGNATED ADMINISTRATIVE AND TEACHER REPRESENTATIVES FROM THESE CENTER SCHOOLS.

IN THE SPRING OF 1967, AT A STEERING COMMITTEE CONFERENCE, THE PROBLEM OF OBTAINING PROFESSIONALLY PREPARED TEACHERS FOR INNER-CITY SCHOOLS WAS DISCUSSED. THROUGH THESE MEETINGS, WITH SUGGESTIONS FROM THE STEERING COMMITTEE, THE COLLEGE ADVISER AND SUPERVISOR FORMULATED A TENTATIVE PROPOSAL FOR A PRE-SERVICE PROGRAM OF TEACHER EDUCATION FOR TEACHERS OF INNER-CITY SCHOOLS IN REGION 9. APPROVAL WAS OBTAINED FROM THE ASSOCIATE DEAN OF THE COLLEGE FOR PRESENTATION AND IMPLEMENTATION OF THE PROJECT WITH THE ABLE ASSISTANCE OF THE CONTINUING EDUCATION OFFICE MEMBER; THE FIELD EXECUTIVE OF REGION 9; MEMBERS OF THE COLLEGE ADMISSIONS AND RECORDS AND THE DIRECTED TEACHING OFFICES; THE CHAIRMAN OF THE ELEMENTARY EDUCATION DEPARTMENT; AND MEMBERS OF THE STEERING COMMITTEE.

THE STRUCTURE OF THE PROGRAM, AS AGREED UPON, IS SHOWN IN TABLE 1 AS PRESENTED TO THE STUDENT APPLICANTS. ALTHOUGH THIS REPORT IS CONCERNED WITH ONLY THE JUNIOR YEAR ASPECT OF THE PROJECT, IT WILL BE NOTED THAT THE PRIMARY RESPONSIBILITY FOR THIS JUNIOR YEAR RESTS WITH THE ELEMENTARY EDUCATION DEPARTMENT; THE PRIMARY RESPONSIBILITY FOR THE SENIOR YEAR TEACHING INTERNSHIP RESTS WITH THE DETROIT PUBLIC SCHOOL SYSTEM IN COOPERATION WITH THE COLLEGE FOR EDUCATIONAL COURSE CREDITS.

TABLE 1
STRUCTURE OF THE WEXPO-9 PROGRAM
JUNE 22-23, 1967

THE PROFESSIONAL JUNIOR YEAR AND THE INTERN SENIOR YEAR WILL BE OPEN TO 15-20 BEGINNING EDUCATION JUNIORS IN THE ELEMENTARY EDUCATION DEPARTMENT FOR THE FALL QUARTER OF 1967:

WEXPO-9 PROGRAM

THE PROFESSIONAL JUNIOR YEAR CONSISTS OF:

- A 16 HOUR COURSE LOAD FOR THREE QUARTERS OF THE JUNIOR YEAR

FALL: 8 HOURS OF EDUCATION CREDIT; 8 HOURS OF LIBERAL ARTS COURSES
WINTER: 16 HOURS OF EDUCATION CREDIT ("METHODS" COURSES AND FIRST STUDENT TEACHING CONTACT IN REGION 9 SCHOOLS)
SPRING: 16 HOURS OF EDUCATION CREDIT ("METHODS" COURSES AND SECOND STUDENT TEACHING CONTACT IN REGION 9 SCHOOLS)

OBSERVATIONS, COURSES, PRACTICUM AND SEMINARS IN THE REGION 9 TEACHING CENTER SCHOOLS (WITHIN 15-20 MINUTES OF THE CAMPUS) AND IN THE COLLEGE OF EDUCATION ON MONDAYS AND THURSDAYS- FALL QUARTER

THE INTERN-SENIOR YEAR CONSISTS OF:

- TEMPORARY CERTIFICATION FROM THE STATE FOR EACH INTERN SO HIRED
- (.8) OF THE RATE PAID BEGINNING TEACHERS AS AN E.S.R.P.
- EIGHT DAYS SICK LEAVE
- PAID SCHOOL HOLIDAYS
- MEDICAL-SURGICAL INSURANCE
- TWO SEMINARS MONTHLY DURING THE YEAR FOR EDUCATION CREDIT
- COURSES TO COMPLETE DEGREE- ONE ALLOWABLE PER QUARTER
- EMPLOYMENT OF SUCH CANDIDATES UPON COMPLETION OF THE PROGRAM LEADING TO A DEGREE AND CERTIFICATION AT A SALARY EQUAL TO THAT OF THE SECOND STEP OF THE SALARY OPERATIVE AT THE TIME OF SUCH EMPLOYMENT.
  - 10 DAYS SICK LEAVE
  - 4 ADDITIONAL SERVICE DAYS
  - MEDICAL-SURGICAL INSURANCE

COMPLETION OF DEGREE HOURS:

SUMMER SESSIONS	SENIOR SEMINAR EDUCATION CREDIT	ONE COURSE PER QUARTER IN THE SENIOR YEAR=12

DESCRIPTION OF THE PROJECT

THE WAYNE STATE EXPERIMENTAL PROJECT FOR THE REGION 9 TEACHING CENTER (WEXPO-9) WAS DESIGNED WITH THE PRIMARY OBJECTIVE OF PROFESSIONALLY PREPARING PRE-SERVICE TEACHERS FOR INNER-CITY ELEMENTARY SCHOOLS AT AN EARLIER DATE THAN THROUGH THE REGULAR DEPARTMENTAL PROGRAM. DUE TO A CRITICAL SHORTAGE OF TEACHERS IN THESE AREAS, AND THE NEED FOR A MORE PROFESSIONAL BASE THAN THAT USUALLY FOUND IN SUBSTITUTE OR LAY PERSONNEL AVAILABLE, THE PROJECT SOUGHT TO CONCENTRATE SUCH PROFESSIONAL PREPARATION IN THE JUNIOR YEAR OF THE ELEMENTARY EDUCATION DEPARTMENT SEQUENCE, FOLLOWED BY A FULL-TIME, SALARIED, CERTIFIED SENIOR YEAR TEACHING INTERNSHIP.

THE PROJECT WAS BASED ON EARLY IDENTIFICATION OF VOLUNTEER STUDENTS ELECTING INNER-CITY SCHOOLS FOR THEIR PRE- AND IN-SERVICE TEACHING EXPERIENCES. EARLY PLACEMENT IN THIS PREFERRED LOCALE SUPPORTED EARLIER INVOLVEMENT IN THE PARTICULAR SCHOOLS OF THEIR CHOICES.

THE CONCENTRATED SEQUENCE OF COURSE WORK WITHIN THE PRESENT DEPARTMENTAL PROGRAM DEMANDED COMMITMENT BY THESE STUDENTS TO A 16 HOUR COURSE LOAD FOR THREE, SEQUENTIAL ACADEMIC QUARTERS BEGINNING IN THE FALL QUARTER OF 1967. EDUCATION COURSE REQUIREMENTS, IN TERMS OF COURSES AND CREDIT HOURS TOWARD CERTIFICATION, COULD BE MET IN THIS TIME SPAN WITH SUMMERS, AFTERNOON AND EVENING HOURS RESERVED FOR DEGREE HOURS, AS SHOWN IN TABLE 2.

TABLE 2
EDUCATION COURSE SEQUENCE FOR WEXPO-9 STUDENT GROUP
SEPTEMBER 11, 1967

FALL QUARTER	WINTER QUARTER	SPRING QUARTER	SUMMERS AFTERNOONS EVENINGS
	JUNIOR YEAR		
A.M. (8) HOURS LIBERAL ARTS COURSES	STUDENT TEACHING I EL. ED. 3312	STUDENT TEACHING II EL. ED. 4312	MAJORS, MINORS AND ELECTIVES TOWARD DEGREE AND PROVISIONAL CERTIFICATION
P.M. EDUCATION 3015 EDUCATIONAL PSYCHOLOGY 3731	ENGLISH EDUCATION 3537 SOC. ST. EDUCATION 4576	MATH. EDUCATION 3525 ENGLISH EDUCATION 3531- CHILDREN'S LITERATURE	EDUCATION 3601 4-16 HOURS
16 HOURS	16 HOURS	16 HOURS	
	SENIOR YEAR		EDUCATION 6000+ 4 HR. SENIOR SEMINARS EACH FOR THREE QUARTERS. REST OF DEGREE HRS. 12+ HOURS
A.M. AND P.M.	FULL-TIME, SALARIED (.80), TEMPORARILY CERTIFIED TEACHING		
4 HOURS+	4 HOURS+	4 HOURS+	

ORIENTATION TO THE PROJECT

COLLEGE PERSONNEL

PRIOR TO THE COOPERATIVE AGREEMENT BETWEEN THE DETROIT PUBLIC SCHOOLS AND THE COLLEGE OF EDUCATION, THE ASSOCIATE DEAN OF THE COLLEGE WAS INSTRUMENTAL IN REVIEWING AND APPROVING DETAILS OF THE PROJECT. PROGRAM ADVISEMENT AND CREDIT HOURS WERE CLARIFIED THROUGH THE ADMISSIONS AND RECORDS AND THE DIRECTED TEACHING OFFICES. TEACHING ASSIGNMENTS FOR THE ADVISERS- INSTRUCTORS- SUPERVISORS WERE PLANNED WITH THE ELEMENTARY EDUCATION DEPARTMENT CHAIRMAN AND THE SUBJECT AREA CHAIRMEN OF THIS DEPARTMENT. THE COOPERATION OF THE EDUCATIONAL PSYCHOLOGY DEPARTMENT CHAIRMAN RESULTED IN THE ASSIGNMENT OF A STAFF MEMBER TO TEACH THE EDUCATIONAL PSYCHOLOGY COURSE(#3731) FOR THE WEXPO-9 'CLOSED SECTION' GROUP. ROOM ASSIGNMENTS AND SECTION NUMBERS WERE CLEARED THROUGH THE DEAN'S OFFICE AND EXPEDITING STAFF.

PUBLIC SCHOOL PERSONNEL

CONTACT WITH THE FIELD EXECUTIVE OF REGION 9 RESULTED IN PRESENTING THE PROJECT PLAN, WITH HIS APPROVAL, IN A MEETING WITH THE PRINCIPALS OF THE SIX SCHOOLS EARLY IN THE SUMMER OF 1967 AND IN THEIR UNQUALIFIED SUPPORT. SCHEDULES OF VISITS TO SCHOOLS AND USE OF SCHOOL FACILITIES WERE ARRANGED FOR THE FIRST QUARTERS' OBSERVATIONAL, PARAPROFESSIONAL AND VOLUNTEER STUDENT EXPERIENCES. WITH EACH OBSERVATION, STUDENTS WERE INTRODUCED TO THE ADMINISTRATIVE AND TEACHING STAFFS IN THE PARTICULAR SCHOOLS. AT THE END OF THE FIRST QUARTER, A MEETING FOR ALL SUPERVISING TEACHERS WHO WERE ASSIGNED THESE STUDENTS WAS HELD TO EXPLAIN THE PROGRAM AND TO PRESENT DATA REGARDING THE GROUP PRIOR TO THEIR ENTRANCE TO THE CLASSROOMS AS STUDENT TEACHERS.

STUDENT PARTICIPANTS

LETTERS SENT TO EACH ENTERING ELEMENTARY EDUCATION, JUNIOR LEVEL STUDENT, APPLYING FOR ADMISSION TO THE COLLEGE OF EDUCATION, FROM THE ADMISSIONS AND RECORDS OFFICE,PUBLICIZED A GENERAL MEETING FOR INTERESTED STUDENTS. THIS MEETING WAS HELD ON AUGUST 2, DURING THE FINAL WEEK OF THE FIRST HALF SESSION OF SUMMER SCHOOL, AT THE COLLEGE. ALTHOUGH IT WAS STIPULATED THAT THE PROJECT COULD ACCOMMODATE A MAXIMUM OF 20 STUDENTS, 74 STUDENTS APPEARED AT THIS MEETING CONDUCTED BY THE AUTHORS.

IT HAD BEEN AGREED THAT A PERSONAL INTERVIEW WITH ELIGIBLE STUDENTS WOULD BE HELD BY THE ADVISERS WHO WERE RESPONSIBLE FOR PRELIMINARY ' SCREENING' OF APPLICANTS. STUDENTS NOT ADMITTED TO THE COLLEGE; THOSE ON TRIAL OR PROBATION WITHOUT RECOMMENDATION FROM THE ADMISSIONS STAFF; OR THOSE WITH LESS THAN THE REQUIRED HONOR POINT AVERAGE FOR DEPARTMENTAL ADMISSION WERE NOTIFIED BY MAIL OF THEIR INELIGIBILITY TO THE PROGRAM.

THOSE STUDENTS ADMITTED TO THE COLLEGE WERE SCHEDULED FOR PERSONAL INTERVIEWS AT THE COLLEGE WITH THE ADVISERS EARLY IN SEPTEMBER, PRIOR TO REGISTRATION. ON THE FOREGOING BASES, AS WELL AS PERSONAL STATEMENTS OF PURPOSE AND INTEREST, 19 UNDERGRADUATE STUDENTS WERE ACCEPTED FOR THE WEXPO-9 PROJECT. ALL OF THESE STUDENTS WERE PROGRAMMED INTO THE SAME 'CLOSED' COURSE SECTION OF THE

COLLEGE COURSES OF EDUCATION 3015 (SCHOOLS AND SOCIETY) AND THE EDUCATIONAL PSYCHOLOGY COURSE (ED. PSYCH. 3731) WITH THE SENIOR ADVISER AND PSYCHOLOGY INSTRUCTOR.

A SAMPLE OF THE GENERAL INFORMATIONAL FORM REQUESTED FROM EACH STUDENT IS SHOWN IN TABLE 3.

TABLE 3

WEXPO-9 APPLICATION FORM
SEPTEMBER 11, 1967

ADVISER'S FILE
____DR. MORRISON JUNIOR YEAR PROFESSIONAL PROGRAM
____MR. RAY (REGION 9 TEACHING CENTER PROJECT)

NAME____________________

MAILING ADDRESS____________CITY________STATE________ZIP____

TELEPHONE MESSAGES:SUMMER:____________ACADEMIC YEAR:____________

WORK HOURS PER WEEK?________FOR WHOM?________WHERE?________

MAJOR:____________MINORS (1) ________(2)________

(3) ________(4)________

CHECK GRADE LEVEL PREFERRED FOR STUDENT TEACHING CONTACT I:
PRIMARY________MIDDLE ELEMENTARY________LATER ELEMENTARY________

ANY PREVIOUS EXPERIENCE WITH CHILDREN? (BABY SITTING, CHURCH WORK, CAMPING RECREATION LEADERSHIP, OWN CHILDREN, BROTHERS OR SISTERS, SUBSTITUTING):

SHORT AUTOBIOGRAPHICAL STATEMENT:

WHY ARE YOU INTERESTED IN THE SENIOR, SALARIED, FULL-TIME YEAR OF INTERN TEACHING?

TABLE 4 PRESENTS THE INFORMATION RECEIVED ON THE APPLICATION FORMS FROM 19 ELIGIBLE STUDENTS. AN ATTEMPT WAS MADE, BASED ON FACTORS OF AGE, HONOR POINT AVERAGE ACCEPTABLE (BOTH 2.00 HPA STUDENTS HAD RECOMMENDATIONS FROM THE ADMISSIONS OFFICE PERSONNEL AS EVIDENCING AN UPWARD TREND IN GRADES), WORKING AND NON-WORKING STUDENTS, DIVERSIFICATION BY MAJORS AND PREFERRED LEVELS FOR STUDENT TEACHING EXPERIENCE, TO OBTAIN AS HETEROGENEOUS A GROUP AS POSSIBLE. NO ATTEMPT WAS MADE TO SELECT STUDENTS WITH HIGH ACADEMIC GRADES.

SIXTEEN OF THE STUDENTS WERE FEMALE AND THREE WERE MALES. OF THE TOTAL APPLICATIONS TO THE PROGRAM (74), THIS RATIO WAS PROPORTIONATE BY SEX. THE 19 ACCEPTED STUDENTS WERE CAUCASIAN, ALTHOUGH SEVERAL NEGRO STUDENTS APPLIED FOR THE PROGRAM. IN THE CHECK OF ADMISSIONS OFFICE APPROVALS, IT WAS FOUND THAT EACH HAD NOT BEEN ADMITTED TO THE COLLEGE, HAD BEEN PLACED ON TRIAL OR PROBATION, OR HAD CREDITS FOR PREVIOUS EDUCATIONAL COURSE WORK AT JUNIOR OR COMMUNITY COLLEGE LEVEL AND WERE THUS NOT ACCEPTABLE FOR THIS PARTICULAR PROJECT WHICH WAS FOCUSED ON THE STUDENT WITH NO PREVIOUS EDUCATIONAL COURSE WORK.

THE AGES OF THE STUDENTS CLUSTERED IN THE 19-24 YEAR OLD AGE BRACKET WITH TWO EXCEPTIONS. HONOR POINT AVERAGES RANGED FROM 2.00 TO 3.22 IN THE GROUP, WITH A MEAN HONOR POINT AVERAGE OF 2.58. WORK HOURS PER WEEK RANGED FROM NONE TO 20 HOURS.

THE GROUP WAS COMPOSED OF SEVEN SOCIAL SCIENCE, SIX ENGLISH, 2 SPEECH/ ENGLISH, 2 SCIENCE, 1 MATHEMATICS AND 1 ART MAJOR. TEN STUDENTS RESIDED IN MID- OR OUTER-CITY AREAS OF DETROIT; SEVEN RESIDED IN SOUTHEASTERN MICHIGAN AND TWO STUDENTS WERE FROM THE BAY AREA OF THE STATE AND LIVED IN THE COLLEGE DORMITORY. TWO STUDENTS WERE ALSO RECIPIENTS OF SCHOLARSHIP LOANS FOR THEIR JUNIOR YEAR.

PREFERENCES FOR GRADE LEVELS DURING THE FIRST STUDENT TEACHING CONTACT WERE INDICATED AS:

8	FEMALES CHOSE PRIMARY GRADES (PRESCHOOL, KG, I AND II)
8	FEMALES CHOSE MIDDLE GRADES (III-IV)
3	MALES SELECTED UPPER ELEMENTARY GRADES (V-VI)

PREVIOUS EXPERIENCES WITH CHILDREN OR YOUTH REVEALED THAT 15 STUDENTS HAD ENGAGED IN 'BABY SITTING' JOBS OR HAD YOUNGER SIBLINGS AT HOME; TEN STUDENTS HAD BEEN EMPLOYED IN TEACHING SITUATIONS SUCH AS CADET, SUBSTITUTE, TUTORING, SUNDAY SCHOOL, CAMP OR MARINE CORPS INSTRUCTION; TWO INDICATED SOME MEMBER OF THE FAMILY AS A TEACHER; AND FIVE HAD HELD A RECREATION, CAMP OR YOUTH LEADERSHIP JOB DURING SUMMERS.

ALTHOUGH THERE ARE NO CRITERIA BY WHICH TO MATCH THIS GROUP AS ONE "REPRESENTATIVE" OR "NON-REPRESENTATIVE" OF THE COLLEGE POPULATION, THE STUDENT SAMPLE, BY STATED INTEREST AND VOLUNTARY ENROLLMENT, WAS THAT WHICH WAS AVAILABLE.

TABLE 4
GENERAL INFORMATIONAL DATA- WEXPO-9 STUDENT GROUP- FALL QUARTER, 1967

STUDENT NUMBER	SEX	AGE	H.P.A.	WORK HRS. PER WEEK	MAJOR	HOME TOWN RESIDENCE	PREFERRED GRADE FOR TEACHING I	PREVIOUS EXPERIENCE WITH CHILDREN/ YOUTH, PRIOR TO JUNIOR LEVEL STATUS
1	F	20	2.86	0	SOC/SCI	DETROIT	PRIMARY LEVEL	INTEREST IN NEIGHBORHOOD CHILDREN
2	F*	39	2.40	0	SOC/SCI	HARPERWDS	MIDDLE ELEM.	MOTHER OF 4; WORKED WITH VISUALLY HANDICAPPED;SUBSTITUTING-MUSIC; NURSING;DEN MOTHER;SCOUT LEADER
3	M*	24	3.01	15-20	SOC/SCI	DETROIT	UPPER ELEM.	MARINE CORPS; SMALL ARMS TEACHING
4	F	22	2.40	0	SOC/SCI	DETROIT	MIDDLE ELEM.	BABY SITTING;VOLUNTEER TUTORING
5	F	20	2.40	12	SOC/SCI	DETROIT	PRIMARY LEVEL	BABY SITTING
6	F	19	3.16	0	SCIENCE	BAY CITY	PRIMARY LEVEL	BABY SITTING; 4 YOUNGER SIBLINGS
7	F	20	3.22	15	ART	SAGINAW	MIDDLE ELEM.	BABY SITTING; SIBS; MOTHER-TEACHER
8	F*	20	2.53	10	SOC/SCI	DETROIT	PRIMARY LEVEL	BABY SITTING;SUNDAY SCHOOL TEACHING
9	F	19	2.50	15-20	ENGLISH	DETROIT	MIDDLE ELEM.	ELDEST 5 SIBLINGS; MOTHER DEAD; MANAGES HOME;SUNDAY SCHOOL TEACHING
10	F	19	2.58	8-20	ENGLISH	DETROIT	PRIMARY LEVEL	BABY SITTING; TOUR GUIDE; TUTORING
11	F	19	2.86	0	ENGLISH	CENTERLINE	PRIMARY LEVEL	BABY SITTING; GIRLS' CHURCH WORK
12	F	20	2.78	0	MATH/SCI	DETROIT	MIDDLE ELEM.	CAMP COUNSELOR;ONE SIBLING
13	F*	42	2.10	0	ENG/SPCH	SOUTHFIELD	MIDDLE ELEM.	MOTHER OF 4;WIDOW;DEN MOTHER; SCOUT LEADER;CHURCH WORK
14	F*	19	2.25	10	ENGLISH	DETROIT	PRIMARY LEVEL	BABY SITTING;CADET TEACHING;SUNDAYSCH.
--15	M	21	2.00	10	SOC/SCI	ST.CLR.SHRS	UPPER ELEM.	CURRENT PAROCHIAL TEACHING;YOUTH GROUP
16	F	20	2.40	15	ENGLISH	DEARBORN	MIDDLE ELEM.	RECREATION AID;JUNIOR LEADER-YOUTH GRP
17	F	20	2.69	0	ENGLISH	WARREN	MIDDLE ELEM.	CADET TEACHING;SIBLINGS
18	M	20	2.00	12	SCIENCE	DETROIT	UPPER ELEM.	BABY SITTING; SISTER TEACHER
19	F	19	2.84	0	ENG/SPCH	BRMGHAM	PRIMARY LEVEL	BABY SITTING; PARKS/REC.LEADERSHIP
N= 19	F=16 M= 3		MEAN 2.58	MEAN 6.6	7 SOC/SCI 6 ENGLISH 2 ENG/SPCH 2 SCIENCE 1 MATH/SCI 1 ART	10 DETROIT 7 SEAST MICH. 2 BAY AREA	8 PRIMARY 8 MIDDLE ELEM. 3 UPPER ELEM.	

-- DROPPED END OF FALL QUARTER

CHAPTER III

PROCEDURES OF THE PROJECT

PHASE I: EDUCATION 3015 (AMERICAN SCHOOLS AND SOCIETY)- FALL QUARTER, 1967

THIS REQUIRED FIRST COURSE IN THE COLLEGE OF EDUCATION IS CONCERNED WITH THE INTRODUCTION OF THE STUDENT TO THE SCHOOL COMMUNITY THROUGH DIRECT OBSERVATIONS OF CLASSROOM SITUATIONS.

UNLIKE THE REGULAR PROGRAM IN WHICH ALL MAJORS, INTERESTS, OR LEVELS OF STUDENTS ARE ENROLLED IN ALL-COLLEGE SECTIONS, THE WEXPO-9 STUDENTS WERE ENTERED INTO A 'CLOSED' SECTION RESERVED FOR THIS GROUP INTERESTED IN INNER-CITY ELEMENTARY SCHOOL TEACHING. IT WAS FELT THAT SPECIFIC AREAS, AT THE ELEMENTARY SCHOOL LEVEL, COULD BE DEALT WITH MORE PERTINENTLY THAN IN A MORE HETEROGENEOUS INTEREST GROUP. THE WEXPO-9 GROUP WAS ALSO SCHEDULED TO OBSERVE IN SIX INNER-CITY SCHOOLS AS A TOTAL GROUP WITH THE COLLEGE ADVISER GUIDING THE OBSERVATIONS INSTEAD OF BEING SENT TO ONE SCHOOL, IN RANDOM PLACEMENT AT ONE GRADE LEVEL, THROUGHOUT THE CITY.

EDUCATION 3015 MET FOR A FOUR-HOUR BLOCK OF TIME EACH MONDAY DURING THE FALL QUARTER OF 11 WEEKS. THE ORIENTATION MEETING HELD WITH THE EDUCATIONAL PSYCHOLOGY INSTRUCTOR INTRODUCED STUDENTS AND INSTRUCTORS. SPECIFIC DETAILS OF THE QUARTER CALENDAR FOR ARRANGED SCHOOL VISITS AND PARTICIPATION WERE CLARIFIED, WITH MAPS OF DIRECTIONS FOR THE SIX SCHOOLS. DECISIONS WERE MADE FOR THE GROUP TO MEET EACH MONDAY AT THE COLLEGE FOR A CAR POOL TO THE SCHEDULED SCHOOL WITH THE ADVISER AND STUDENT DRIVERS. THE EDUCATIONAL PSYCHOLOGY INSTRUCTOR ACCOMPANIED THE GROUP TO THREE OF THE SCHOOLS. ALTHOUGH NO SCHOOL WAS MORE THAN THREE MILES FROM CAMPUS, THE RETURN TRIP TO THE COLLEGE WAS MANDATORY.

PLANS FOR THE STUDENTS WERE ARRANGED WITH THE PRINCIPALS AND ASSISTANT PRINCIPALS IN EACH SCHOOL, PRIOR TO OBSERVATIONS, TO STRESS THE "UNIQUE" FEATURES OF THAT SCHOOL. THE FOLLOWING SCHEDULE WAS COMPLETED:

OCTOBER 2: CLASS MEETING- COLLEGE OF EDUCATION
OCTOBER 9: FRANKLIN SCHOOL
OCTOBER 16: CAMPBELL SCHOOL
OCTOBER 23: IRVING SCHOOL
OCTOBER 30: BURTON SCHOOL
NOVEMBER 6: KENNEDY SCHOOL

DUE TO A CHANGE IN ADMINISTRATIVE STAFF, KENNEDY ANNEX SCHOOL WAS NOT INCLUDED IN THE VISITS; HOWEVER, THE ASSIGNMENT OF A NEW PRINCIPAL RESULTED IN INCLUSION OF THIS SCHOOL FOR VOLUNTEER AND PARAPROFESSIONAL EXPERIENCES.

NOVEMBER 20 NOVEMBER 27 DECEMBER 3: INDIVIDUAL PARTICIPATION

ONE MORNING OF EACH OF THESE THREE WEEKS WAS SCHEDULED FOR STUDENTS TO SERVE AS PARAPROFESSIONAL AIDES AT THE SCHOOL OF THEIR CHOICE WITH ONE SUPERVISING TEACHER OR COMMUNITY AGENT. STUDENTS COULD CHOOSE THE SAME SCHOOL EACH TIME OR VARY THEIR CHOICES. VOLUNTEER HOURS WERE ALSO SCHEDULED FOR THOSE OF THE GROUP WHO WISHED TO ASSIST MORE FULLY THROUGH ARRANGEMENTS WITH THE PRINCIPALS.

NOVEMBER 20 NOVEMBER 27 DECEMBER 3: COLLEGE CLASS PERIODS IN THE AFTERNOON BLOCK OF TIME.

AT THE COMPLETION OF EACH SCHOOL VISIT, A SEMINAR WAS HELD IN THE SCHOOL BUILDING WITH ADMINISTRATORS, TEACHING STAFF, SPECIAL SERVICES PERSONNEL, TEACHERS (BOTH CONTRACT AND PROBATIONARY), COMMUNITY AGENTS, READING COORDINATORS, PROFESSIONAL ASSOCIATION REPRESENTATIVES AND PARENT AIDES SOMETIMES PRESENT. AT THE CLOSE OF EACH SEMINAR, STUDENTS WERE ASKED FOR INFORMAL EVALUATIONS OF WHAT EXPECTATIONS HAD BEEN MET; WHAT SHOULD BE PROVIDED FOR THE NEXT SCHOOL OBSERVATION; WHAT QUESTIONS OR PROBLEMS SHOULD BE DEALT WITH CURRENTLY; AND WHAT TOPICS WOULD BE DISCUSSED AT THE NEXT SEMINAR. THE OBSERVATIONS AND SEMINARS WERE CONDUCTED WITHIN THE CLOCK HOUR SCHEDULE OF EDUCATION 3015.

EDUCATION 3015 ACTIVITIES

ORIENTATION MEETING: STUDENTS WERE GIVEN BOOKS PERTINENT TO EDUCATION IN INNER-CITY SCHOOLS (SEE BIBLIOGRAPHY) ON A LOAN SYSTEM FROM THE ADVISER'S OFFICE FOR REQUIRED READINGS. A DISCUSSION OF THE ATTITUDES OF TEACHERS; THE SOCIOLOGICAL IMPLICATIONS OF A TRANSIENT AND TECHNOLOGICAL SOCIETY; A FILM-CHILDREN WITHOUT (N.E.A.-DETROIT PUBLIC SCHOOLS) AS PREPARATION FOR THE FIRST VISIT TO THAT PARTICULAR SCHOOL (FRANKLIN); AND A DISCUSSION OF THEIR EXPECTATIONS WAS CONDUCTED.

FRANKLIN SCHOOL: STUDENTS WERE MET BY THE PRINCIPAL AND ASSISTANT PRINCIPAL WHO DISCUSSED THE SCHOOL POPULATION, COMMUNITY ASPECTS AND PROBLEMS. ROTATED OBSERVATIONAL VISITS TO CHOSEN ROOMS WERE PROVIDED WITH STUDENTS VIEWING SUBJECT AREA ROOMS; HOMEROOMS; THE BRAILLE ROOM; PRE-SCHOOL ROOMS; THE COMMUNITY AGENTS' OFFICE AND THE SCHOOL OFFICE. THE COMMUNITY AGENT SPOKE OF SPECIFIC SCHOOL-COMMUNITY PROBLEMS THIS OFFICE WAS WORKING WITH CURRENTLY. A FIRST YEAR TEACHER (A W.S.U.STUDENT WHO COMPLETED HER STUDENT TEACHING AT FRANKLIN AND IS NOW SERVING AS A FIRST YEAR TEACHER) SPOKE OF HER EXPERIENCES.

CAMPBELL SCHOOL: BOTH THE PRINCIPAL AND ASSISTANT PRINCIPAL WELCOMED THE GROUP, GAVE A DESCRIPTION OF THIS NEWLY-BUILT INNER-CITY SCHOOL, DISCUSSED THE CURRENT PROBLEM OF VANDALISM, INFORMED THEM OF THE VARIOUS FEDERAL, STATE, CITY AND PHILANTHROPIC PROJECTS FOR THE CHILDREN, AND CONDUCTED THEM ON A TOUR OF THIS WELL-EQUIPPED PLANT. STUDENTS THEN ADJOURNED TO THE OLDER "ANNEX" TO MEET WITH THE READING COORDINATOR WHO EXPLAINED THE SIX TYPES OF EXPERIMENTAL READING PROGRAMS BEING INSTITUTED. BOTH THE "HEAD-START" AND "FOLLOW-THROUGH" PROGRAMS WERE EXPLAINED BY THE ASSISTANT PRINCIPAL, AS WELL AS THE FUNCTIONS OF THE COMMUNICATIONS SKILLS CENTER IN THE PORTABLE BUILDINGS. THE GROUP WAS THEN DIVIDED INTO THOSE INTERESTED IN LATER ELEMENTARY AND PRIMARY GRADE PROGRAMS FOR THEIR CLASSROOM OBSERVATIONS.

OBSERVATIONS WERE FOCUSED ON THE "USES OF INSTRUCTIONAL MATERIALS" USED BY BOTH TEACHER AND PUPILS DURING THE CLASSROOM VISIT. EACH WEXPO-9 STUDENT WAS PROVIDED WITH A SCHEDULE FOR CHECKING SUCH ACTIVITIES IN THE TEACHING LEARNING SITUATION. THESE WERE TO BE CODED WITH THE STUDENTS EVALUATING WHAT MATERIALS WERE BEING EMPLOYED, BY NUMBER AND VARIETY, AND WHAT ELSE MIGHT HAVE ENHANCED THE LESSON. IT WAS EXPLAINED TO THE GROUP THAT THE OBSERVATIONAL SCHEDULES THEY WERE LEARNING TO USE WOULD ALSO BE THE FRAMEWORK USED TO ASSIST THEM IN THEIR STUDENT TEACHING CONTACTS DURING THE FOLLOWING TWO QUARTERS.

A SAMPLE OF THIS OBSERVATIONAL SECTION IS SHOWN IN TABLE 5.

TABLE 5
USES OF INSTRUCTIONAL MATERIALS
OCTOBER 16, 1967

ROSCAR II

SCHOOL____ SUBJECT____ GRADE____ NO.PUPILS__ DATE______

MATERIALS SECTION (CHECK ONCE EACH TIME ITEM IS USED)	T I	P	T II	P	T III	P	TOTAL		T I	P	T II	P	T III	P	TOTAL
BLACKBOARD								TV							
BULLETIN BOARD								DEMONSTRATION							
FELT BOARD								ARTS/CRAFTS							
WORD/NUMBER CARD								SPEAKER							
SLIDE/FILMSTRIP								MODEL-MOCKUP							
RECORD PLAYER								COMMERCIAL AID							
OBJECT DISPLAY								T.CONSTRCTD AID							
OBJECT MANIPULATION								TEXT/WRKBK-SAME							
RESOURCE MATERIALS								TEXT/WRKBK-MULTI							
OWN MATERIALS								SUPPLMENTAL READNG							
RADIO								WRITING LESSON							
MAP								COPYING(BK-BOARD)							
CHART,POSTER								DICTATION							
PICTURES								FILL-IN BLANKS							
FILM								MUSEUM MATERIALS							
TOTALS:								TOTALS:							

DIRECTIONS: IN ORDER TO FOCUS YOUR OBSERVATION ON SOME ASPECT OF THE CLASSROOM, THE ABOVE IS A SCHEDULE OF INSTRUCTIONAL MATERIALS WHICH MIGHT BE NORMALLY FOUND IN USE IN ELEMENTARY SCHOOL CLASSROOMS. AS YOU OBSERVE, SELECT THREE 5-MINUTE TIMES IN WHICH TO WATCH BOTH TEACHER AND PUPIL(S) FOR THEIR ACTUAL USE OF INSTRUCTIONAL MATERIALS; DURING THE FIRST 5 MINUTES, PLACE A TALLY(/) UNDER COL.1 EACH TIME YOU OBSERVE EITHER TEACHER OR PUPIL(S) USING THE LISTED MATERIALS. PLACE THE MARK IN THE 'T' OR THE'P' COLUMN DEPENDING ON WHO USES THE MATERIAL. SHIFT TO COL. 2 FOR YOUR SECOND 5-MINUTE SAMPLE; USE COL 3. FOR YOUR LAST 5-MINUTE COUNT. ADD THE TOTALS.

COMMENTS: DISCUSS (FOR THIS GRADE AND LESSON) THE NUMBER AND VARIETIES OF INSTRUCTIONAL MATERIALS USED; FOR THE TYPE OF LESSON, WHAT ELSE DO YOU FEEL COULD HAVE BEEN EMPLOYED TO ENHANCE THE PUPILS' LEARNING?

THE SEMINAR MEETING AT CAMPBELL SCHOOL WAS LED BY A SUPERVISING TEACHER OF THE BUILDING WHO EXPLAINED THE PROCEDURES FOR STUDENT TEACHERS IN HER CLASSROOM DURING THEIR FIRST CONTACT. SHE ANSWERED QUESTIONS ABOUT THE RESPONSIBILITIES OF STUDENT TEACHERS. THE MEETING CLOSED WITH CONTRIBUTIONS OF STUDENTS WHO REPORTED ON THEIR READINGS.

IRVING SCHOOL: IN THE SMALLEST SCHOOL OF THE CENTER (AND THE OLDEST), THE PRINCIPAL STRESSED THE POSITIVE ASPECTS OF THE PUPIL POPULATION, ITS DIVERSITY, THE SCHOOL SERVICES WITHIN THE COMMUNITY AND REWARDS OF WORKING WITH INDIVIDUAL CHILDREN. SEVERAL CASE HISTORIES WERE PRESENTED AND STUDENTS MET MANY OF THE CHILDREN AND TEACHERS. STUDENT TEACHING ASSIGNMENTS FOR THE WINTER QUARTER HAD BEEN TENTATIVELY DECIDED AND THOSE STUDENTS ASSIGNED TO THIS SCHOOL WERE INTRODUCED TO, AND OBSERVED, THE SUPERVISING TEACHER WITH WHOM THEY WOULD SOON BE

WORKING IN SIX WEEKS. OTHERS WERE OBSERVERS IN VARIOUS CLASSES/ GRADES OF THEIR CHOICE FOR AN HOUR AND A HALF, AS REQUESTED BY THE STUDENTS.

AT THIS TIME THEY WERE INSTRUCTED TO OBTAIN EVIDENCE OF THE TYPE OF "TEACHING STYLES" THEY OBSERVED FROM THE FOLLOWING PORTION OF THE OBSERVATIONAL SCHEDULE SHOWN BELOW:

TABLE 6
TEACHING STYLES IN THE CLASSROOM
OCTOBER 23, 1967

DIRECTIONS: CHOOSE AN ON-GOING LESSON AND TALLY EACH TIME YOU OBSERVE THE TEACHER IN ANY OF THE FOLLOWING ACTIVITIES. USE A 15-MINUTE SAMPLE OF TIME. PLACE THE TALLY MARK IN THE FIRST BLANK COLUMN OF THAT ITEM'S LINE. WHEN YOU COMPLETE YOUR OBSERVATION, TRANSFER ALL TALLY MARKS TO ADJACENT COLUMNS FOR THAT ITEM NUMBER THAT ARE BLANK. ADD TALLIES FOR EACH OF THE FOUR COLUMNS FOR TOTALS:

	LECTURE QUES-ANSWR RECITATION	PROBLEM SOLVING	DEMONSTRATION ILLUSTRATION MANIPULATION	SUPPLEMENTAL ENRICHED INDIVIDUALIZED
1. WORKS WITH INDIVIDUAL PUPIL(S)	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
2. WORKS WITH A SMALL GROUP	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
3. WORKS WITH TOTAL CLASS		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
4. ASKS ASSISTANCE FROM PUPIL(S)		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
5. OFFERS ASSISTANCE TO PUPIL(S)	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
6. INFORMAL CONVERSATIONS W/ PUPIL	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
7. INFORMAL CONVERSATION W/ CLASS	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
8. SUGGESTS ANSWER/COURSE OF ACTION	XXXXXXXXXXXX		XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
9. INTERPRETS MEANING(S)	XXXXXXXXXXXX		XXXXXXXXXXXXXX	
10. RECITES, RECALLS FACT		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
11. READS ALOUD FROM TEXT		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
12. TEST SITUATION		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
13. DRAWS, DIAGRAMS AT BOARD	XXXXXXXXXXXX	XXXXXXXX		
14. READS STORY	XXXXXXXXXXXX	XXXXXXXX	XXXXXXXXXXXXXX	
15. PARTICIPATES IN GAME,SKIT,PLAY	XXXXXXXXXXXX	XXXXXXXX		
16. GIVES DEMONSTRATION	XXXXXXXXXXXX	XXXXXXXX		XXXXXXXXXXXXXXXXXX
17. READS, STUDIES AT DESK		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
18. CORRECTS PUPILS' WORK		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
19. DECORATES ROOM/BOARD	XXXXXXXXXXXX	XXXXXXXX		
20. PAINTS, CUTS, DRAWS	XXXXXXXXXXXX	XXXXXXXX		
21. MANIPULATES ACADEMIC OBJECT	XXXXXXXXXXXX	XXXXXXXX		XXXXXXXXXXXXXXXXXX
22. LISTENS TO TASK(S)		XXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
23. CIRCULATES, CHECKS WORK		XXXXXXXX	XXXXXXXXXXXXXX	
OTHER ACTIVITIES:				
TOTALS:	N=9/	N=2/	N=6/	N=12/

COMMENTS: FROM YOUR EVIDENCE /WHAT IS YOUR JUDGMENT ABOUT THE APPROPRIATENESS OF THE ACTIVITIES (ENOUGH VARIETY? ENOUGH PUPIL PARTICIPATION?)?WHAT ELSE COULD HAVE BEEN INCLUDED FOR THIS PARTICULAR LESSON?

BURTON SCHOOL VISIT: STUDENTS WERE ORIENTED TO THE PARTICIPATION OF BURTON SCHOOL IN THE DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT BY THE ASSISTANT PRINCIPAL. A TOUR OF THE SPECIAL EDUCATION ROOMS, CLASSROOMS, AND PRE-SCHOOL PROGRAM WAS ARRANGED. STUDENTS PARTICIPATED ON THE PLAYGROUND WITH THE PRE-SCHOOL CHILDREN, OBSERVED CLASSROOMS, AND MET WITH SUPERVISING TEACHERS TO WHOM THEY WERE ASSIGNED FOR WINTER QUARTER.

AS A CORRELATE WITH THEIR EDUCATIONAL PSYCHOLOGY COURSE, IN WHICH THEY WERE TO CONDUCT A CASE STUDY OF AN INDIVIDUAL CHILD, THEY WERE ASKED TO OBSERVE THE TOTAL CLASSROOM GROUP WITH THE FOLLOWING GUIDE TO THEIR REPORTS:

TABLE 6 A
CLASSROOM GROUP OBSERVATION
OCTOBER 30, 1967

WRITE UP YOUR OBSERVATION OF A CLASSROOM GROUP OF CHILDREN. DO NOT IDENTIFY ANY CHILD BY NAME BUT MERELY AS "BOY" OR "GIRL". IF YOU CAN OBTAIN AN EXACT COUNT AS EVIDENCE, TELL HOW MANY CHILDREN YOU WOULD INCLUDE IN YOUR COMMENTS.

THE FOLLOWING QUESTIONS ARE MERELY TO USE AS A GUIDE FOR YOUR REPORT AND NEED NOT BE ANSWERED QUESTION-BY-QUESTION. HOWEVER, INCLUDE THE TOPICS "P-I-E-S" IN YOUR PAPER.

PHYSICAL AREA:

WHAT EVIDENCE OF THE PHYSICAL LEVEL OF WELL-BEING IN THIS CLASS? INCLUDE SUCH COMMENTS AS ANY SPECIAL PROBLEMS REGARDING VISION, HEARING, DENTAL, SKIN DIFFICULTIES AND HOW MANY CHILDREN INVOLVED.

HOW MANY CHILDREN SEEM WELL-RESTED? ARE THERE ANY SPECIAL PROBLEMS YOU, IF THE TEACHER, WOULD REFER TO THE SCHOOL NURSE OR PRINCIPAL?

INTELLECTUAL AREA:

WHAT EVIDENCE DO YOU SEE, OR HEAR, OF THE ACADEMIC LEVEL OF THE CHILDREN?

WHAT EVIDENCE OF SPECIAL DISABILITIES, OR LACKS, IN THE GROUP IN:

COMPREHENSION KNOWLEDGES READING SKILLS ARITHMETIC
WRITING SPELLING ORAL LANGUAGE WORK HABITS

SOCIAL AREA:

WERE THE CHILDREN IN THE ROOM REASONABLY COOPERATIVE, COMPATIBLE, FRIENDLY?
WERE THERE EVIDENCES OF ANY "SCAPE-GOATING", SHYNESS, WITHDRAWAL, DAY-DREAMING?
DID ANY CHILDREN SEEM ESPECIALLY WELL-LIKED AND SOUGHT AFTER BY THEIR PEERS?
DID YOU DETECT ANY CLIQUES OR SUB-SETS IN THE GROUP?

EMOTIONAL AREA:

ANY EVIDENCE OF CHILDREN WHO SEEMED OVER-ACTIVE, DEMANDING, BELLIGERENT?
ANY WHO MONOPOLIZED THE RECITATION OR "TURNS"?
ANY CHILDREN WHO SEEMED EXTREMELY SUBMISSIVE, OVERLY-CONFORMING?
ANY EVIDENCE OF POISED, MATURE, SECURE-ACTING CHILDREN?

SUMMARY:

WHAT IS YOUR GENERAL IMPRESSION OF THE GROUP INTERACTION IN THIS CLASS?

KENNEDY SCHOOL: AT THE TIME OF THE VISIT, THIS SCHOOL WAS UNDER MAXIMUM SECURITY MEASURES BECAUSE OF THE REPEATED INCIDENCES OF FIRES SET IN THE BUILDING. THE PRINCIPAL EXPLAINED THE USE OF PARENT AIDES AS HALL AND DOOR MONITORS AND MEASURES OF PROTECTION FOR THE PUPIL POPULATION, STRESSING THE LEADERSHIP RESPONSIBILITIES OF PROFESSIONAL PERSONNEL IN SUCH SITUATIONS. WITH THE AID OF PUPIL GUIDES, EACH STUDENT WAS ESCORTED TO CLASSROOMS OF THEIR CHOICE IN SCHOOL

AND IN THE PORTABLE BUILDINGS OF THE SCHOOL AS AN OPPORTUNITY TO SEE SUCH 'TRANSPORTABLE' BUILDINGS IN USE. AFTER 45 MINUTES, THE GROUP REASSEMBLED TO BE ESCORTED BY PUPIL GUIDES TO CLASSROOMS OF ANOTHER GRADE LEVEL.

THE SEMINAR, REINFORCED BY THE PRINCIPAL'S PROVISIONS OF HOT COFFEE AND DOUGHNUTS(!), CONSISTED OF HEARING A REPRESENTATIVE OF THE DETROIT EDUCATION ASSOCIATION OUTLINE THE GOALS AND FUNCTIONS OF THIS GROUP OF PROFESSIONAL TEACHERS. A PRESENTATION OF THE DETROIT FEDERATION OF TEACHERS' PROGRAM WAS PROVIDED IN LITERATURE FOR THE STUDENTS. QUESTIONS REGARDING PROFESSIONAL ETHICS, DISCIPLINE, RESPONSIBILITIES TO PUPILS AND PARENTS, MEDICAL-SURGICAL INSURANCE PROVISIONS, PENSIONS, FRINGE BENEFITS, CREDIT UNIONS, ETC. WERE ANSWERED BY THE PRINCIPAL.

THIS CONCLUDED THE SCHOOL VISITS TO THE CENTER SCHOOLS. ONE SCHOOL WAS NOT VISITED DUE TO THE ABSENCE OF AN ACTING PRINCIPAL DURING THESE WEEKS BUT WAS INCLUDED AS A SCHOOL FOR BOTH VOLUNTEER AND PARAPROFESSIONAL EXPERIENCES THROUGH ARRANGEMENTS WITH THE ASSISTANT PRINCIPAL WHO ATTENDED THE STEERING COMMITTEE MEETING FOR THE QUARTER.

THE FINAL FOUR WEEKS OF THE QUARTER WERE DEVOTED IN COLLEGE COURSE WORK TO THE "LANGUAGE OF TEACHING"[1] AND THE "LANGUAGE OF LEARNING"[2] CONCEPTS. THE LANGUAGE OF TEACHING IS DERIVED FROM (1) OBSERVING DEFINED ELEMENTS OF WHAT GOES ON IN A CLASSROOM, (2) SPEAKING THE LANGUAGE OF DEFINED ITEMS OR EVENTS OCCURRING, (3) LISTENING TO VERBALIZATION AS A PART OF THE CLASSROOM INTERACTION, (4) WRITING, OR CODING, DEFINED BEHAVIORS OCCURRING THROUGHOUT TIME-SAMPLES OF OBSERVATION, AND (5) READING, OR INTERPRETING, THE RELATIONSHIPS OR PATTERNS OF OBSERVED BEHAVIORS, BASED ON SOUND JUDGMENTS OF EDUCATIONAL PRACTICES.

THE LANGUAGE OF LEARNING WAS BASED ON COREY'S WORK DEALING WITH DEFINITIONS OF LEARNING, PRINCIPLES OF LEARNING, EVIDENCE THAT SUCH PRINCIPLES ARE BEING CARRIED ON IN THE CLASSROOM, AND FACTORS IN THE SELECTION OF LEARNING ACTIVITIES. THIS MATERIAL WAS GIVEN STUDENTS, IN MIMEOGRAPHED FORM AS SHOWN IN APPENDIX A, FOR REFERENCE IN 'METHODS' CLASSES THE FOLLOWING QUARTER AND IS ACKNOWLEDGED IN THIS REPORT.

WEXPO-9 STUDENTS, ALREADY FAMILIAR WITH SOME SECTIONS OF ONE OF THE OBSERVATIONAL SCHEDULES TO BE USED IN ASSISTING AND EVALUATING THEIR STUDENT TEACHING (THE ROS$_C$AR FORM II[3]) WERE MADE FAMILIAR WITH DIMENSIONS OF CLASSROOM INTERACTION AMENABLE TO MEASUREMENT; CLASSROOM ACTIVITIES, USES OF INSTRUCTIONAL MATERIALS, TEACHING STYLES AND PUPIL RESPONSES, AND AFFECTIVE BEHAVIORS THROUGH PRESENTATION OF THE COMPLETE ROS$_C$AR II SCHEDULE. EACH ITEM SO DEFINED AND CATEGORIZED MAY BE CODED FOR BOTH TEACHER AND PUPILS, OBTAINING A QUANTITATIVE COUNT OF BEHAVIOR. RELATIONSHIPS BETWEEN WHAT THE TEACHER AND PUPILS ARE DOING AND ARE BEING, IN THE SAME GIVEN SITUATION AND TIME PERIOD, ARE THUS POSSIBLE TO DOCUMENT. A COPY OF THIS SCHEDULE IS SHOWN ON THE FOLLOWING PAGES (PP.17A AND 17B).

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[1] "THE LANGUAGE OF TEACHING," DONALD M. MEDLEY, EDUCATIONAL TESTING SERVICE, SENIOR RESEARCH PSYCHOLOGIST, NEW JERSEY: PAPER PRESENTED AT THE AERA 1966 MEETING.

[2] "THE LANGUAGE OF LEARNING," STEPHEN COREY, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK: MIMEOGRAPHED PAPER.

[3] VIRGINIA B. MORRISON, "TEACHER-PUPIL INTERACTION IN ELEMENTARY URBAN SCHOOLS," USOE-WSU PROJECT #2780- VIDEO TAPED STUDY INSTRUMENT, 1965.

17A

REVISED OBSERVER SCHEDULE AND RECORD II

Morrison-WSU '64
Obs. I Date____
Obs.III Date____
Obs.V Date____

Teacher's Name__________________ Rm#_____ School______________ District____ Tel:________
Sex_____ C A N Grade______ Subject or Class______________ Principal______________
Recorder's Name______________

ACTIVITIES SECTION: Observe 10 min. each of 3 random days. TALLY with symbol if item occurs. Use odd numbered columns

No.Item Description	Teacher Occurrences				Pupil Occurrences				No.Item Description	Teacher Occurrences				Pupil Occurrences			
	I	III	V	TOTAL	I	III	V	TOTAL		I	III	V	TOTAL	I	III	V	TOTAL
1Wrks w ind p									26Reprts,gvs tlk frm nts								
2Wrks n sm grp									27Dmnstr vrb,gstr								
3Wrks n ttl cls									28Hndls routne								
4T clls on									29Gos n rmd								
5P clls on									30Brrws obj								
6Asks asst frm p									31Rds,stdys,crrct wrk								
7Asks asst frm t									32Clns rm,bd								
8Offr asst to p									33Dcrts rm,bd								
9Offr asst to t									34Tlks w vstr								
10Dclns asst to p									35Entrs,lvs rm								
11Dclns asst to t									36Pnts,cts,drws								
12Dclns asst frm p									37Pass ppr,bks,mtrl								
13Dclns asst frm t									38Forms/incl n grp								
14Infrml cnvrstn w p									39Mnplts acad obj								
15Infrml cnvrstn w t									40Mnplts for obj								
16Infrml cnvrstn w cls									41Relocts to oth rm								
17Sggst, ntrpret									42Lstns- tsk								
18Rcts,rclls fact									43Sits- no tsk								
19Rds ald to t or p									44Sits on flr,tbl								
20Rds, tlls stry to p									45Relief,rcss,brk								
21Lds sng,ex,gm,drll									46Mvs frly								
22Tst situ									47Mvmts rstrctd								
23Drws,diag at bd									48Chngs seats vol								
24Wrts,wrks at bd									49Sits w oth prsn vol								
25Prtcpt rm gm,skt,ply									50Crclts/cks wrk for p								

MATERIALS SECTION	I		III		V		TOTAL			I		III		V		TOTAL			I		III		V		TOTAL	
Check ONCE if item is used	t	p	t	p	t	p	T	P		t	p	t	p	t	p	T	P		t	p	t	p	t	p	T	P
51Blkbd(wrt,illus)									61Radio									71Commr Tchng Aid								
52Bltbd(cnstrct,use)									62Map									72T cnstrctd aid								
53Flt bd									63Chrt									73Txt,wrkbk-sme lvl								
54Wrd/No. cards									64Pctr									74Txt,wrkbk-mult lvl								
55Sld,flmstrp									65Flm									75Supplmntl Rdng mtrl								
56Rcrdr,rcrd plyr									66TV									76Wrtng lssn								
57Obj dsply									67Dmns									77Copyng frm bk,bd								
58Obj mnpltn									68Art									78Dictn frm t or p								
59Resrce mtrls									69Spkr									79Fill in blnks								
60Own mtrls																										

REVISED OBSERVER SCHEDULE AND RECORD II- PAGE @

Morrison WSU '64
Obs.II Date______
Obs.IV Date______
Obs. VI Date______

Teacher's Name________________ Rm #___ School__________ District____ Tel______

Sex___ C A N Grade____ Subject or Class__________ Principal__________ Recorder:__

EXPRESSIVE BEHAVIORS SECTION: Observe 10 min. each of 3 random days. TALLY with symbol if item occurs. Use even columns.

No. Item Description	TEACHER				PUPILS				No. Item Description	TEACHER				PUPILS			
	II	IV	VI	TOTAL	II	IV	VI	TOTAL		II	IV	VI	TOTAL	II	IV	VI	TOTAL
81Smls plsntly									109Hlps phys								
82Dsn't sml									110Prvnts phys								
83Nds hd pos									111Hlps vrbly								
84Shks hd neg									112Prvnts vrbly								
85Polit pause									113Lghs w t								
86Neg pause									114Lghs @ t								
87Points pos									115Lghs w p								
88Points neg									116Lghs @ p								
89Rais hnd attn									117Agrees								
90Snps fngrs attn									118Argues								
91Clps hnds glee									119Praises								
92Clps hnds crss									120Shms								
93Sooths mstk									121Nrml tone								
94Rdcls mstk									122Ylls								
95Humor-jok									123Joins situ								
96No humor-sqlch									124Withdrws situ								
97Xprss symp,emp									125Dnies req uncond								
98No xprss symp									126Rjcts req uncond								
99Ans polit,plsnt									127Ignrs p req-delib								
100Ans rdly,crssly									128Ignrs t req-delib								
101Waits polit for t									129Crrcts pos-hw to								
102Intrupts t									130Crtcz,cnsrs-nt to								
103Waits polit for p									131Dvrts p vrbl								
104Intrupts p									132Blcks act(stop)								
105Touchs pos									133Sttls prob pos								
106Touchs neg									134Avoids sttl prob								
107Whsprs polit																	
108Whsprs disrptv																	

17B

COMMENTS:

PUPIL AND TEACHER NEGATIVE-PUNITIVE BEHAVIORS

No.Item Description	II		IV		VI		TOTAL		No.Item Description	II		IV		VI		TOTAL		No.Item Description	II		IV		VI		TOTAL	
	t	p	t	p	t	p	T	P		t	p	t	p	t	p	T	P		t	p	t	p	t	p	T	P
151Ywn,strtch,doz									158Sntch,shov,thrw									165Scold,tk obj,wrk								
152Slmp,str n spc									159Scffl,defy,fght									166Mv phys-chng seat								
153Doodl,wggl									160Swr,tntrm,cry									167Sit/stnd inact								
154Shw off,mk fcs									161Run arnd,scape									168Sit w oth-neg								
155Pout,slk,whne									162Isolat slf-hide									169Xtra wrk,cln up								
156 Tattl,teas,taunt									163Thrtn,warn									170Deprv act,mtrl								
157 Isolat in rm									164Snd frm rm									171Shk,strk,mnhndl								

COMPARISON OF TEACHER BEHAVIORS AND PUPIL BEHAVIORS OF VIDEO TAPED CONTRACT TEACHERS WERE SHOWN ON PLOTTED "WHEEL" GRAPHS AS A SAMPLE OF RESULTS OBTAINED FROM CODING UNDER THE ROS$_{C}$AR II SYSTEM. STUDENTS VIEWED THE VIDEO TAPES OF THESE 'PLOTTED' TEACHERS AND PUPILS FOR DISCUSSION AND CODING PRACTICE DURING THE EIGHTH WEEK OF CLASS. THIS WAS FOLLOWED WITH A VIEWING OF A DEVELOPMENTAL READING LESSON BY A FIRST GRADE TEACHER (VIDEO-TAPE) AND A RE-RUN FOR CODING PRACTICE ON THE DEVELOPMENTAL LESSON READING SCHEDULE USED IN THIS PROJECT.

STUDENTS HAD BEGUN TO EXPRESS A NEED FOR INFORMATION ABOUT LESSON PLANNING. AN OUTLINE OF A READING LESSON PLAN WAS NEXT GIVEN THEM WITH THE COURSE DISCUSSION CENTERED ON THE PURPOSES, PROCEDURES, ACTIVITIES, AND EVALUATION OF A READING LESSON, USING THE PREVIOUS VIDEO TAPE FOR SPECIFIC ILLUSTRATION.

SINCE EACH STUDENT HAD ALREADY TRIED SMALL SMAPLES OF CODING BEHAVIORS IN THEIR OBSERVATIONAL EXPERIENCES, TWO MORE READING LESSON VIDEO TAPES, OBTAINED IN THE DETROIT SCHOOL SYSTEM IN 1965 BY THE SENIOR AUTHOR, WERE USED FOR CODING AND COMPARISON WITH THE DEVELOPMENTAL READING LESSON PREVIOUSLY VIEWED. STUDENTS, WITH RECORDED EVIDENCE, THUS HAD A FRAMEWORK BY WHICH TO MAKE COMPARISONS AND EVALUATIONS OF THE LESSONS VIEWED.

TABLE 7
LESSON PLAN OUTLINE
NOVEMBER 20, 1967

I. PREPARATION: WRITTEN SYNOPSIS OF LESSON CONTENT/CONCEPTS
    A. PURPOSES:WHY SHOULD THIS BE TAUGHT?
        1. TEACHER'S PURPOSE(S)
        2. PUPILS PURPOSE(S) =COMPATIBLE CONGRUENT
II. MATERIALS NEEDED:
III. TIMING: PERIOD/DAY/WEEK/UNIT/BLOCK/SEMESTER
IV. BACKGROUND- READINESS-MOTIVATION
V. MOTIVATION FOR VOCABULARY PRESENTATION
    A. WORDS AND PHRASES IN CONTEXT OF MATERIAL
    B. MULTI-SENSORY
VI. SILENT READING- GUIDED
SURVEY VII. ORAL READING
QUESTION A. PURPOSES: (1)NEW MATERIAL FOR AUDIENCE LISTENING
READ-REVIEW-RECITE (2)SELECTED PARTS FOR STUDY
WRITE (3)PRIVATE DIAGNOSIS WITH TEACHER
TECHNIQUE VIII. PLANNED ACTIVITIES:PRACTICE AND CONSOLIDATION
INTRODUCED IX. RELATED ACTIVITIES
    A. ENRICHED PROVISIONS
    B. INDIVIDUALIZED PROVISIONS
X. EVALUATIONS
    A. OBSERVATIONS B. DISCUSSIONS
    C. RECORDS: WRITTEN AND ORAL TESTS, SAMPLES OF WORK, GAINS, REACTIONS, APPLICATION OF SKILL TO OTHER AREAS
    D. LEADS TO NEXT LESSON: PERSONAL RETEACHING SKILLS KNOWLEDGES ATTITUDES APPRECIATIONS

THE DEVELOPMENTAL READING LESSON SCHEDULE, AUTHORED BY R. ARMBRUSTER[1] AND SHOWN ON THE FOLLOWING PAGE (19A), IS A SIMPLE CHECK LIST FOR RECORDING THE SEQUENTIAL DEVELOPMENT IN THE TEACHING OF READING. WITH CONTINUITY OF THE WEXPO-9 GROUP IN ENGLISH EDUCATION 3537- METHODS AND MATERIALS IN THE TEACHING OF LANGUAGE ARTS- COURSE THE WINTER QUARTER, THIS FORM COULD SERVE AS A GUIDE BOTH IN THE OBSERVATION AND EVALUATION OF VIEWED LESSONS AS WELL AS A FRAMEWORK FOR PREPARING READING LESSON (AND CONTENT LESSON) PLANS FOR THEIR SUPERVISING TEACHERS IN THEIR FIRST STUDENT TEACHING CONTACT.

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[1] RUDOLPH ARMBRUSTER, WAYNE STATE UNIVERSITY GRADUATE STUDENT. PERMISSION TO USE THIS SCHEDULE FOR THE WEXPO-9 PROJECT GRANTED THE SENIOR AUTHOR, 1967.

TABLE 8
DEVELOPMENTAL READING LESSON SCHEDULE

TEACHER__________ GRADE__________ ROOM________ NO. OF PUPILS____ SCHOOL________

READINESS FOR READING:
1. INTRODUCES STORY
2. ASSIGNS STORY
3. DEVELOPS BACKGROUND
4. DOES NOT DEVELOP BACKGROUND
5. VOCABULARY INTRODUCED IN CONTEXT
6. VOCABULARY INTRODUCED IN ISOLATION
7. DEVELOPS PURPOSE FOR READING
8. NO PURPOSE FOR READING DEVELOPED
9. SILENT READING PRECEDES ORAL
10. ORAL READING PRECEDES SILENT
11. SILENT READING GUIDED
12. SILENT READING NOT GUIDED

RE-READING A SELECTION:
1. STORY DISCUSSED
2. STORY NOT DISCUSSED
3. VOCABULARY REVIEWED
4. VOCABULARY NOT REVIEWED
5. RE-READING HAS DEFINITE PURPOSE
6. RE-READING HAS NO PURPOSE
7. ASKS QUESTIONS DURING READING
8. DOES NOT ASK QUESTIONS
9. ORAL READING PURPOSEFUL
10. ORAL READING "ROUND-ROBIN" TYPE
11. READER ALLOWED TO FIGURE OUT WORD
12. READER NOT ALLOWED TO FIGURE OUT WORD
13. TEACHER DOES NOT GIVE MISSED WORD
14. TEACHER IMMEDIATELY GIVES WORD
15. OTHER CHILDREN CALL OUT WORD
16. CHILDREN IN GROUP INTERESTED/ATTENTIVE
17. CHILDREN NOT INTERESTED/ATTENTIVE
18. TEACHER NOT INTERESTED/ATTENTIVE
19. COMPREHENSION SKILLS DEVELOPED
20. NO COMPREHENSION SKILLS DEVELOPED
21. ORAL READING SKILLS DEVELOPED
22. ORAL READING SKILLS NOT DEVELOPED

TEACHING READING SKILLS:
1. WORD RECOGNITION SKILLS DEVELOPED
2. NO WORD RECOGNITION SKILLS DEVELOPED
3. WORKBOOK EXERCISE THOROUGHLY INTRODUCED
4. WORKBOOK EXERCISES MERELY ASSIGNED
5. EXERCISES CORRECTED BEFORE NEXT LESSON
6. EXERCISES NOT CORRECTED BEFORE NEXT LESSON
7. EXERCISES CORRECTED REGULARLY
8. EXERCISES ALLOWED TO ACCUMULATE
9. EXERCISES DONE WITH RELATED STUDIES
10. EXERCISES HAVE NO RELATION TO STUDY
11. RETEACHING OR REVIEW OF WORKBOOK EXERCISES
12. NO FOLLOW-UP OF CORRECTED EXERCISES
13. COMPREHENSION SKILLS DEVELOPED
14. NO COMPREHENSION SKILLS DEVELOPED
15. STUDY SKILLS DEVELOPED
16. NO STUDY SKILLS DEVELOPED
17. OTHER SKILLS'/ACTIVITIES' WORK BESIDE WRKBK
18. NO OTHER SKILLS/ACTIVITIES USED

SEATWORK ACTIVITIES:
1. ASSIGNED WORK DIFFERENT FOR EACH GROUP
2. CLASS DOES SAME WORK
3. ALL WORK-PENCIL AND PAPER TYPE
4. OTHER THAN PENCIL AND PAPER TYPE
5. WORK AT INDEPENDENT READING LEVEL
6. WORK NOT AT INDEPENDENT LEVEL
7. SEATWORK THOROUGHLY INTRODUCED
8. SEATWORK NOT INTRODUCED-ASSIGNED
9. SOME ASSIGNED DITTO SEAT WORK
10. ALL SEATWORK OF DITTO TYPE
11. PUPILS ALLOWED CHOICE IN SEAT WORK
12. NO CHOICES OF SEATWORK
13. CHILDREN ALLOWED TO LEAVE SEATS QUIETLY
14. CHILDREN NOT ALLOWED TO LEAVE SEATS
15. SEATWORK OR 'BELL WORK' ON BOARD
16. BOARD WORK NOT PREPARED ON TIME

COMMENTS:
ITEM NUMBERS:

THE TENTH CLASS SESSION WAS DEVOTED TO FAMILIARITY WITH THE OS$_{C}$AR 4 VERBAL LESSON STRATEGY FORM, DEVELOPED BY MEDLEY[1], AND MODIFIED FOR USE AS ONE OF THE OBSERVATIONAL, 'FEEDBACK' INSTRUMENTS FOR THE STUDENT TEACHING CONTACTS. RESULTS OBTAINED FROM THE WEXPO-9 FIRST CONTACT STUDENTS WILL BE COMPARED WITH RESULTS OBTAINED ON THE SAME FORM FOR A GROUP OF REGION 4,WINTER QUARTER STUDENT TEACHERS IN THEIR FIRST CONTACT. A MAJOR OBJECTIVE OF THIS PROJECT IS TO ASCERTAIN IF DIFFERENCES OCCUR BETWEEN THE GROUP EXPOSED TO 'TRAINING' IN THE CONCEPT OF "THE LANGUAGE OF TEACHING" AND TO FEEDBACK OF MEASURED OBSERVATIONS OF TEACHING BEHAVIORS, IN LESSON STRATEGIES USED IN THE CLASSROOM, AND THE GROUP IN WHICH SUCH CONCEPTS AND FEEDBACK WERE NOT USED.

THE MODIFIED OS$_{C}$AR 4 VERBAL LESSON STRATEGY FORM, SHOWN IN TABLE 9 ON THE FOLLOWING PAGE, IS A SCHEDULE FOR RECORDING VERBAL STATEMENTS OF THE TEACHER IN THE CONDUCT OF A LESSON. ENTRIES, OR OPENING STATEMENTS, ARE TALLIED AS AFFECTIVE (CONSIDERATE- REBUKING REMARKS); PROCEDURAL (DIRECTING-DESCRIBING; GIVING ORDERS OR ESTABLISHING MENTAL 'SET' OR READINESS); AND SUBSTANTIVE (INFORMATION-GIVING OR PROBLEM-SOLVING) STATEMENTS BY THE TEACHER AS SHOWN IN THE TOP SIX BOX-LIKE FIGURES.

IN THE CONTENT OF THE LESSON, FOLLOWING ANY OPENING REMARKS BY THE TEACHER, THE OBSERVER RECORDS (BY COUNT) THE TYPE OF QUESTIONING (CONVERGENT, ELABORATIVE, OR DIVERGENT) HE INFERS THE TEACHER IS EMPLOYING TO ELICIT RESPONSES FROM THE PUPILS AS THE LESSON EVOLVES, SHOWN AS HEADINGS TO THE "FRAMED" BOX FIGURES ON THE LOWER 2/3 SECTION OF THE SCHEDULE.

A SUCCINCT FEATURE OF THIS SCHEDULE IS THE EVALUATIVE STRATEGY, OR THE MEANS EMPLOYED BY THE TEACHER TO GUIDE THE ON-GOING LESSON, BOTH THROUGH THE TYPE OF QUESTIONING MENTIONED ABOVE AND THE EVALUATIVE REMARKS OF THE TEACHER WHEN RESPONDING TO THE ANSWERS OR REMARKS OF THE PUPIL(S) DURING THE LESSON; I.E., AS TEACHER SUPPORTIVE, APPROVING, ACCEPTING, REPHRASING FOR CORRECTNESS, REPETITIVENESS, NON-EVALUATIVE, ABANDONING (OF PUPIL OR QUESTION),NEUTRAL REJECTION AND/OR DISAPPROVING STATEMENTS.

STUDENTS IN THE WEXPO-9 PROJECT WERE ACQUAINTED WITH TYPES OF OBSERVATIONAL RECORDS (THE ROS$_{C}$AR II-MULTIDIMENSIONAL FORM); THE DEVELOPMENTAL READING LESSON FORM; AND THE OS$_{C}$AR 4 VERBAL LESSON STRATEGY FORM THROUGH USING THESE IN THEIR OWN OBSERVATIONS OF VIDEO TAPES AND LIVE-CLASSROOM TEACHERS. THESE FORMS WILL BE USED WITH WEXPO-9 STUDENTS TO LOCATE EACH INDIVIDUAL'S "BEHAVIOR SPACE" IN THESE DIMENSIONS IN ORDER TO INVOLVE THE STUDENT IN UNDERSTANDING HIS BEHAVIOR AND CHANGING BEHAVIOR AS HE PROGRESSES IN HIS TEACHING EXPERIENCES.

AN ILLUSTRATION OF THE OS$_{C}$AR 4 FORM IN A STEP-BY-STEP EXPLANATION WAS GIVEN, USING AN OVERHEAD PROJECTOR. STUDENTS WERE GIVEN A COPY OF THIS FORM TO USE IN A SPECIAL SESSION OF ROLE-PLAYING AND VIDEO-TAPE TECHNIQUES BY THE JUNIOR AND SENIOR AUTHORS INVOLVING THE STUDENTS AS VIEWERS AND "PUPIL" PARTICIPANTS. IN THE ROLE-PLAYING SITUATIONS, THE JUNIOR AUTHOR ASSUMED VARIOUS ROLES OF A TEACHER CONDUCTING A SIMULATED LESSON IN MATHEMATICS AND SOCIAL STUDIES. DURING THESE DEMONSTRATIONS, A SONY RECORDER WAS USED TO TAPE THE LESSON WHILE THE SENIOR AUTHOR CODED THE ON-GOING BEHAVIORS ON THE OS$_{C}$AR 4 FORM, USING A SCHEDULE TRANSPARENCY, AN OVERHEAD PROJECTOR AND A DA-LITE PROJECTION SCREEN FOR STUDENTS. THESE

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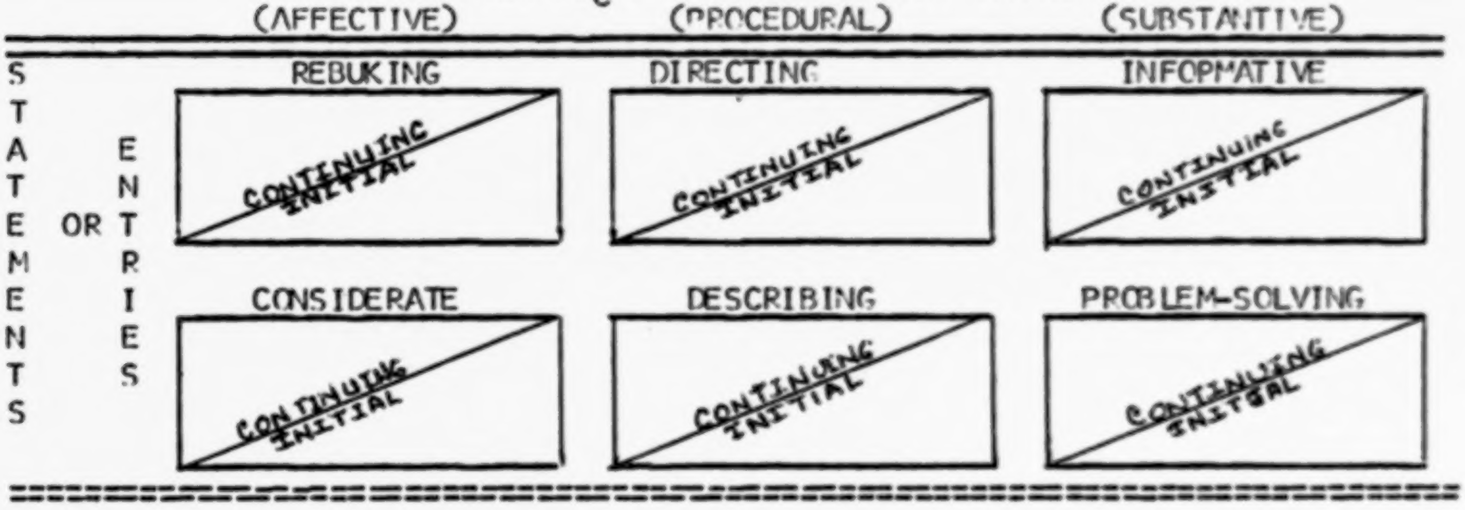
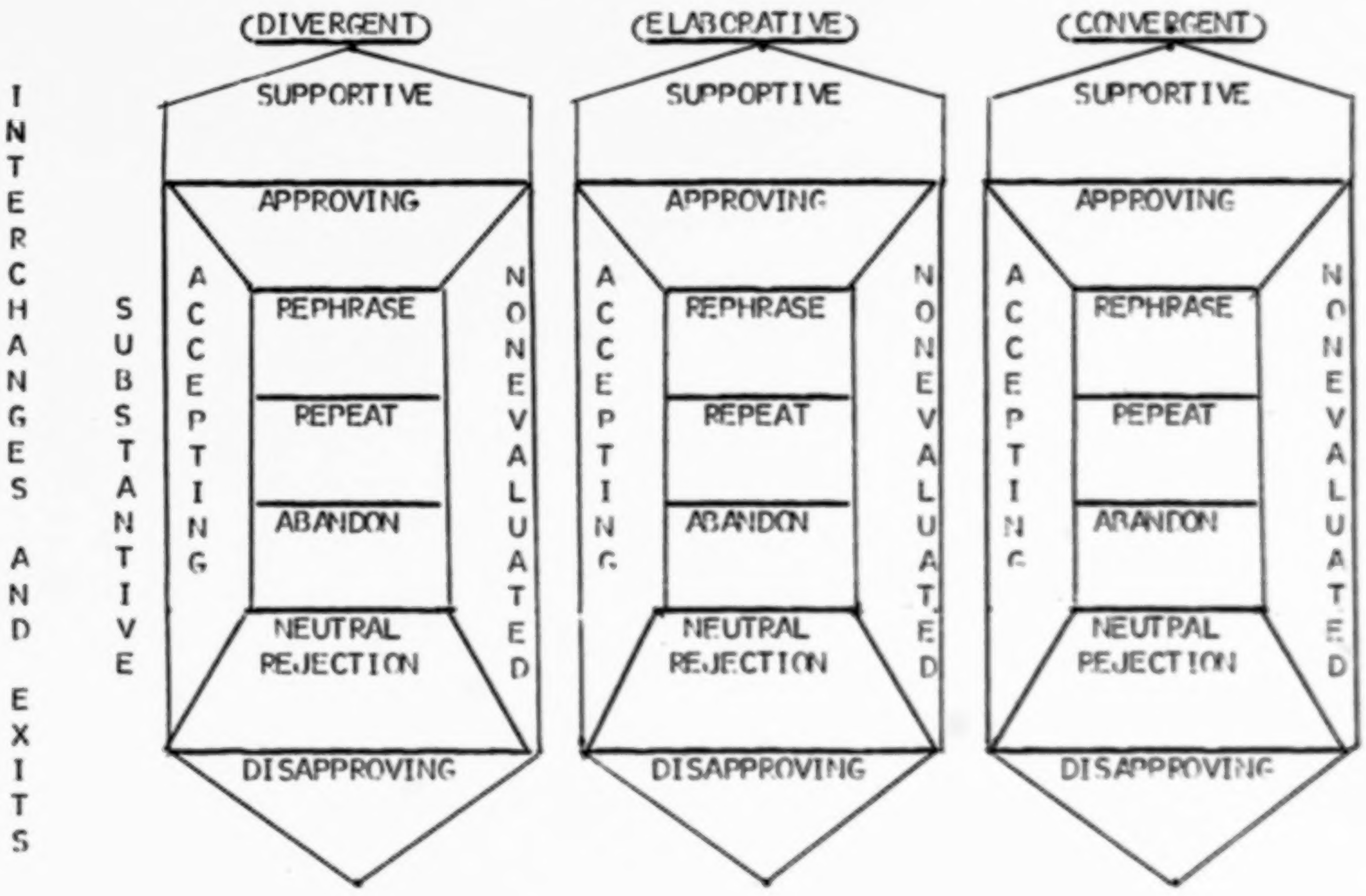
[1] DONALD M. MEDLEY, SENIOR RESEARCH PSYCHOLOGIST, EDUCATIONAL TESTING SERVICE, NEW JERSEY. PERMISSION FOR USE GRANTED TO THE SENIOR AUTHOR, 1966.

TABLE 9

THE MODIFIED $OS_{C}AP$ 4 VERBAL LESSON STRATEGY FORM


(AFFECTIVE)
(PROCEDURAL)
(SUBSTANTIVE)
STATEMENTS
OR
ENTRIES
REBUKING
CONTINUING
INITIAL
DIRECTING
CONTINUING
INITIAL
INFORMATIVE
CONTINUING
INITIAL
CONSIDERATE
CONTINUING
INITIAL
DESCRIBING
CONTINUING
INITIAL
PROBLEM-SOLVING
CONTINUING
INITIAL

TEACHER REQUEST FOR- AND REACTION TO- PUPIL RESPONSE: SUBSTANTIVE


INTERCHANGES AND EXITS
SUBSTANTIVE
(DIVERGENT)
(ELABORATIVE)
(CONVERGENT)
SUPPORTIVE
APPROVING
ACCEPTING
REPHRASE
REPEAT
ABANDON
NONEVALUATED
NEUTRAL REJECTION
DISAPPROVING

CODING DATA: TEACHER ______________________ GRADE/ROOM ______________

DATE ____________ TIMES: ______________________ OBSERVER ______________

TYPE OF LESSON ______________________

COMMENTS:

SPONTANEOUS ROLES WERE UNPLANNED IN ORDER THAT A MORE REALISTIC SITUATION, WITH THE WEXPO-9 STUDENTS RESPONDING TO THE 'TEACHER', BE PRESENTED FOR CODING THAN A PRE-SET ROUTINE. SUCH ROLES, PLAYED BY THE JUNIOR AUTHOR, ILLUSTRATED PATTERNS OF:

(1) A CONSIDERATE, DESCRIBING, PROBLEM-SOLVING, ELABORATIVE-DIVERGENT, SUPPORTING AND REPHRASING TEACHER
(2) A REBUKING, DIRECTING, INFORMATION-GIVING, CONVERGENT, NON-EVALUATIVE, ABANDONING AND DISAPPROVING TEACHER AND;
(3) A VASCILLATING CONSIDERATE-REBUKING, DIRECTING-DESCRIBING, INFORMATIONAL-PROBLEM SOLVING, CONVERGENT-DIVERGENT, APPROVING-DISAPPROVING TEACHER.

AT THE CLOSE OF EACH ROLE SESSION STUDENT REACTIONS WERE POLLED AS TO THEIR FEELINGS DURING THE SESSIONS; AMOUNTS OF CONTRIBUTIONS OR PARTICIPATION EACH HAD ENGAGED IN; UNDERSTANDING OF THE CONTENT OR CONCEPT BEING 'TAUGHT' BY THE TEACHER; HOW THEIR REACTIONS WERE INFLUENCED BY THE ROLE OF THE TEACHER. IT WAS APPARENT THAT AN UNDERSTANDING OF THE EFFECTS OF LESSON "STRATEGY" WERE INFLUENTIAL UPON THEM AS 'PUPILS'. IMPLICATIONS FOR PUPIL LEARNING AND FEELINGS WERE DISCUSSED WITH VIDEO TAPE PLAYBACK TO CLARIFY SECTIONS OF THE LESSON.

IT WAS FELT THIS TECHNIQUE WOULD BE A HELPFUL GUIDE TO AN AWARENESS OF WHAT STRATEGIES COULD BE EMPLOYED IN LESSONS AS THE GROUP PROGRESSED IN THEIR "METHODS" COURSES AND VIGNETTES OF TEACHING FOR SONY RECORDING AND FEEDBACK AS WELL AS IN STUDENT TEACHING. EMPLOYMENT OF VIDEO TAPE FEEDBACK WILL BE DESCRIBED IN THE PHASE II SECTION OF THIS REPORT.

THE COURSE WORK CONCLUDED WITH PRESENTATION OF TEACHING PRINCIPLES FOR TEACHING DISADVANTAGED CHILDREN SUMMARIZED FROM "TEACHING AND THE TEACHER", EDUCATION FOR THE DISADVANTAGED, ED. HARRY L. MILLER, THE FREE PRESS, NEW YORK: 1967, PP. 182-214 AND SHOWN IN THE APPENDIX.

SUMMARY OF EDUCATION 3015 COURSE WORK

IN ADDITION TO THAT ALREADY DESCRIBED, COURSE WORK CONSISTED OF REQUIRED READINGS AND REACTIONS TO TWO BOOKS AND TEN ARTICLES SELECTED BY THE STUDENTS FROM THE BIBLIOGRAPHY; THREE OBSERVATIONAL REPORTS; A MID-TERM 'TAKE-HOME' EXAMINATION ON PROBLEMS OF THE URBAN SCHOOLS (IN GENERAL); RESPONSIBILITIES OF THE INNER-CITY SCHOOL (IN PARTICULAR) AND THE ROLES OF THE TEACHER, USED AS AN EVALUATION MEASUREMENT OF UNDERSTANDINGS DEVELOPED IN THE COURSE. A PUPIL PERCEPTION AND SCHOOL PERCEPTION FORM, FOLLOWING COMPLETION OF VOLUNTEER AND PARAPROFESSIONAL EXPERIENCES, WAS COMPLETED BY EACH STUDENT. OTHER EVALUATIVE MEASURES INCLUDED PARAPROFESSIONAL EXPERIENCE CHOICES AS RELATED TO STUDENT TEACHING I CHOICE; GRADES AS RELATED TO SPECIFIC ASSIGNMENTS AND HONOR POINT AVERAGE; AND AN END-OF-THE-COURSE EVALUATION OF THE COMPLETED WEXPO-9 EXPERIENCES IN THE COURSE AND IN THE SCHOOLS BY THE STUDENTS.

THESE ARE PRESENTED IN THE FOLLOWING ANALYSES OF THE EDUCATION 3015 DATA.

ANALYSES OF EDUCATION 3015 EVALUATIVE DATA

SEVERAL TYPES OF EVALUATIVE DATA WERE GATHERED, AS NOTED BY DATE ON THE MATERIALS, IN AN ATTEMPT TO TRACE PROCESSES AND OUTCOMES OF THE WEXPO-9 EXPERIENCES FROM STUDENT REACTIONS. ANECDOTAL MATERIAL, ALTHOUGH LENGTHY, IS INCLUDED AS AN ADDITION OF THE PERSONAL DIMENSION AND VARIABILITY OF EMPHASIS AMONG THE STUDENTS.

TABLE 10

PRE-PROJECT STATEMENTS OF INTEREST AND PURPOSE:

STATEMENTS OF INTEREST AND PURPOSE IN APPLYING FOR THE WEXPO-9 PROJECT WERE OBTAINED FROM THE STUDENT APPLICATIONS TO THE PROGRAM. IN RESPONSE TO THE

QUESTION: WHY ARE YOU INTERESTED IN THE SENIOR, SALARIED, FULL-TIME YEAR OF TEACHING?

RESPONSES= 19

COMMENTS:

1. I THINK IT'S A MORE INTERESTING (SIC) AND PROFITABLE WAY OF BECOMING A TEACHER. TEACHING BY DOING IS THE BEST EXPERIENCE.
2. I HAVE BEEN SUBSTITUTE TEACHING...BUT NOT HAVING ANY EDUCATION COURSES, ESPECIALLY METHODS COURSES, I FEEL THAT MY HANDS ARE SOMEWHAT TIED.
3. I SPENT FOUR YEARS IN THE MARINE CORPS WHERE I BECAME AN INSTRUCTOR FOR SMALL ARMS LEARNING... I FELT I WOULD LIKE TO CONTINUE TEACHING ON A MORE CONSTRUCTIVE BASIS.
4. ...THE MOST BENEFICIAL PART OF THE PROGRAM IS HERE YOU GET A TASTE OF THE REAL TEACHING SITUATION. THE SALARY, ALTHOUGH IT WILL HELP A LOT, CAN NOT COMPARE TO THE AMOUNT GAINED FROM ACTUAL EXPERIENCE.
5. I FEEL IT WOULD BE A WORTHY PROGRAM BECAUSE...OF THE EXPERIENCE I WOULD GAIN FROM WORKING WITH THESE CHILDREN.
6. MY FAMILY HAS NOT BEEN SO FORTUNATE AS FAR AS MONEY AND EDUCATION ARE CONCERNED. MY PARENTS LACKED AN EDUCATION AND FOR THIS AND OTHER REASONS I WANT TO HELP MOTIVATE THOSE WHO DON'T SEE EDUCATION FOR ITS TRUE VALUE... I FEEL A DEEP CONCERN FOR THOSE FOR WHOM EDUCATION HAS BEEN DENIED OR UNDERRATED. I AM ON SCHOLARSHIP AND LOANS BECAUSE I WAS UNABLE TO PROVIDE THE NECESSARY FUNDS. I AM VERY ANXIOUS TO BEGIN TEACHING AND (NOT HAVE TO) WORRY ABOUT SENIOR YEAR FUNDS. I SEE THIS AS A WONDERFUL OPPORTUNITY FOR ME FOR I HAVE FULLY REALIZED THAT I WANT TO BE A TEACHER.
7. THIS PROGRAM SOUNDS GREAT TO ME BECAUSE FRANKLY, I'M POOR! PART TIME AND SUMMER WORK, NOT PERTAINING TO TEACHING, WILL GET ME THROUGH SCHOOL PLUS SCHOLARSHIP LOANS BUT NOTHING ELSE OFFERS ME AN OPPORTUNITY FOR EXPERIENCE AS WELL AS A SALARY. I WOULD RATHER WEATHER MY FIRST YEAR WITH THE AID OF ADVISERS AND COUNSELING THAN "COLD TURKEY! DO OR DIE! HERE ARE THE KIDS: TEACH!"
8. IN ADDITION TO BEING INTERESTED AND ENTHUSED IN TEACHING THIS PROGRAM WOULD BE OF GREAT BENEFIT BECAUSE MY HUSBAND WILL BE PRACTISING LAW IN AN URBAN AREA. WE RESIDE IN THE JEFFRIES HOUSING PROJECT (LOW HOUSING-COST, PUBLIC) AND I WANT THE EXPERIENCE OF TEACHING IN THE INNER-CITY IN SUCH A DIVERSIFIED GROUP OF SCHOOLS.
9. I HAVE ALWAYS FELT THAT WE WHO LIVE IN THE SUBURBS ARE TOO HAPPY COMPLAINING ABOUT THOSE IN THE INNER CITY BUT NEVER TAKE TIME OUT TO HELP BY EDUCATING THE YOUNG WHO NEED IT. ALSO I HAVE TO PAY FOR MY EDUCATION AND THIS WOULD HELP IN THAT RESPECT, TOO.

10. I MUST ADMIT THAT BEING PAID DURING MY SENIOR YEAR GREATLY INCREASED MY INTEREST. I HAVE ALSO BEEN INFLUENCED, HOWEVER, BY A SINCERE DESIRE TO HELP "CHANGE THE WORLD" BY WORKING WITH CHILDREN. I THINK THIS PROGRAM WILL BE AN INVALUABLE EXPERIENCE FOR EVERYONE ACCEPTED.

11. I THINK IT'S THE GREATEST THING IN PREPARING PEOPLE FOR AN ACTUAL TEACHING SITUATION...SOMETIMES I THINK A SHELTERED COLLEGE EXPERIENCE IS NOT ENOUGH- BEING RIGHT WITH CHILDREN EVERY DAY IS WHAT BEING A TEACHER IS ALL ABOUT...IF I COULD GO THROUGH THIS PROGRAM I KNOW I WOULD BE A BETTER PREPARED TEACHER WHEN I AM FINISHED.

12. I AM PLANNING ON GETTING MARRIED...THIS COULD SOLVE BOTH MY DESIRE TO BE A TEACHER AND OUR FINANCIAL PROBLEMS.

13. I HAVE GIVEN CONSIDERABLE THOUGHT TO THE AREA IN WHICH I WANTED TO BE A TEACHER...I FEEL THAT GOOD STUDENT-TEACHER RELATIONSHIPS ARE NECESSARY FOR (THIS TYPE) OF CHILD TO FIND FULFILLMENT IN ANY AND ALL FACETS OF LIFE.

14. IT HAS BEEN MY UTMOST DESIRE TO...COME INTO CONTACT WITH ALL TYPES OF CHILDREN...I WANT TO WORK AS I LEARN AND LEARN FROM REALITY AND NOT JUST BOOKS...THE SALARY IS IMPORTANT BUT I WOULD DO IT FOR NOTHING.

-- 15. FIRST, I FEEL THAT BEING ABLE TO REALLY TEACH FULL-TIME WOULD BE MY CHANCE TO FIND OUT IF TEACHING IS REALLY WHAT I WANT. I CANDIDLY AM NOT EXACTLY NOT SWIMMING IN CURRENCY AT THIS POINT; IT WOULD BE A GREAT ADVANTAGE TO SAVE ENOUGH TO CONTINUE MY EDUCATION ON PAST MY BACHELOR'S DEGREE... AND TO FIND OUT WHAT INNER CITY CHILDREN ARE REALLY LIKE- SINCE MY CHANCES OUT OF TEN (ARE) THAT'S WHERE I WOULD BE TEACHING.

16. I WOULD LIKE TO START TEACHING AND COMING IN CONTACT WITH CHILDREN AS SOON AS POSSIBLE. I DON'T FEEL THAT A CLASSROOM WITH AN INSTRUCTOR EXPLAINING WHAT TEACHING IS ALL ABOUT IS AS BENEFICIAL AS ONE'S EXPERIENCES WITH CHILDREN IN THE CLASSROOM. I WOULD LIKE TO 'TEST' MYSELF AS A TEACHER AND FIND OUT WHAT THE CAREER I CHOSE IS ALL ABOUT.

17. BECAUSE I FEEL THAT THIS PROGRAM IS SOMETHING I CAN REALLY ENTER FULL-HEARTEDLY AND WILL ALSO BE A GREAT CHALLENGE TO ME...I ALSO FEEL THAT TEACHING IN THESE PARTICULAR SCHOOLS WILL BENEFIT ME AS A HUMAN BEING IN UNDERSTANDING ALL RACES.

18. TO PUT IT BLUNTLY, THE SALARY MEANT LITTLE TO ME. WHEN I HEARD I WOULD BE TEACHING UNDERPRIVILEDGED CHILDREN I WAS STIMULATED. OUR FUTURE GENERATION DEPENDS ON EDUCATION AND ESPECIALLY EDUCATION OF OUR UNDERPRIVILEDGED. IF I CAN HELP IN ANY WAY I AM WILLING TO DEDICATE MY LIFE IN THAT AREA.

19. MY INTEREST IN THIS PROGRAM STEMS FROM THE DEEP NEED OF GOOD TEACHERS IN THE INNER CITY. THE PROGRAM WILL HELP ME SPECIALIZE MY INTERESTS ... AND GIVE ME A BETTER BACKGROUND TO THE NEEDS OF THESE CHILDREN.

-- STUDENT DROPPED AT THE END OF FIRST QUARTER DUE TO FINANCIAL REASONS, AND A PREVIOUS COMMITMENT TO HIS SUBSTITUTE TEACHING IN THE PAROCHIAL SCHOOLS.

GRADE DATA INFORMATION:

ENTERING HONOR POINT AVERAGES WERE COMPARED WITH COURSE GRADES FOR SPECIFIC AREAS (OBSERVATIONAL REPORTS, REQUIRED READINGS AND MID-TERM EXAMINATION) TO ASCERTAIN RELATIONSHIPS BETWEEN GRADES. SUCH DATA WILL ALSO BE USED WITH CHRONOLOGICALLY ACQUIRED GRADE DATA GATHERED IN BOTH STUDENT TEACHING CONTACTS AND METHODS COURSES.

TABLE 11
EDUCATION 3015 GRADE DATA

STUDENT NUMBER	BOOK REVIEW GRADES	GRADES FOR 10 ARTICLES	OBSERVATIONAL REPORT GRADES	MID-TERM EXAM	FINAL EXAM	ENTERING HONOR POINT AVERAGES	TOTAL RANK
1	4.0	3.9	4.0	4.0	3.9	2.86	1.0
2	3.5	3.1	2.3	2.7	2.9	2.40	16.0
3	3.5	3.5	2.3	2.6	3.0	3.01	15.0
4	4.0	3.8	3.6	3.0	3.4	2.40	8.0
5	4.0	4.0	4.0	3.7	3.9	2.40	2.0
6	4.0	3.2	3.3	2.0	4.0	3.16	10.0
7	3.0	3.5	3.0	2.7	3.0	3.22	12.0
8	4.0	3.6	4.0	3.5	2.8	2.53	7.0
9	3.0	3.5	2.7	3.8	2.8	2.58	13.0
10	3.8	4.0	3.0	3.7	3.8	2.50	4.0
11	4.0	3.8	3.6	2.6	3.8	2.86	5.0
12	4.0	3.8	3.0	3.5	3.0	2.78	9.0
13	3.0	3.0	2.3	1.6	3.8	2.10	19.0
14	3.5	3.5	3.3	3.0	2.8	2.25	14.0
--15	4.0	2.8	2.0	2.7	2.5	2.00	18.0
16	4.0	3.9	3.3	3.7	3.8	2.40	3.0
17	3.0	3.6	3.0	3.7	3.0	2.69	11.0
18	3.0	3.5	2.7	2.7	2.8	2.00	17.0
19	4.0	3.7	3.3	2.0	3.8	2.84	6.0
N= 19	MEAN3.6	3.6	3.1	3.0	3.3	2.58	

RANK ORDER RHO:

BOOK REVIEW AND ARTICLE GRADES= .497
ARTICLE GRADES AND OBSERVATIONAL REPORTS= .702
OBSERVATIONAL REPORTS AND MID-TERM GRADES= .570
MID-TERM AND FINAL EXAM GRADES= .835
FINAL GRADE AND ENTERING HPA= .553

TOTAL COURSE GRADE RANK AND ENTERING HPA= .371

-- DROPPED FROM THE PROJECT AT END OF FALL QUARTER

FROM THE ABOVE DATA IT WAS APPARENT THAT ALTHOUGH THE INDEPENDENT GROUP MEANS FOR EACH OF THE GRADED AREAS DID NOT SHOW SIGNIFICANT DIFFERENCES, RELATIONSHIPS FOR INDIVIDUAL AREAS FLUCTUATED FROM .371 TO .835. THE HIGHEST POSITIVE RELATIONSHIPS OCCURRED BETWEEN MID-TERM AND FINAL EXAM GRADES AND BETWEEN ARTICLE GRADES AND OBSERVATIONAL REPORTS. SUCH CONSISTENCY INDICATED EITHER AN INSTRUCTOR CONSISTENCY IN GRADING SIMILAR TYPES OF MATERIALS (REPORTS AND EXAMS) OR STUDENT CONSISTENCY IN DEALING WITH SIMILAR MATERIALS. THE LEAST POSITIVE RELATIONSHIP WAS ESTABLISHED BETWEEN TOTAL COURSE GRADE RANK AND ENTERING HONOR POINT AVERAGE RANK OF .371. SUCH RESULTS REINFORCE FINDINGS REPORTED IN THE LITERATURE REGARDING MEASURES OF ACADEMIC PERFORMANCES OF PRE-SERVICE TEACHERS. TO MERELY CONSIDER 'AVERAGES OF AVERAGES' OF THE GROUP WAS TO BURY THE INDIVIDUALITY OF EACH STUDENT'S ACADEMIC PERFORMANCE. TOTAL ACADEMIC RANK POSITION WILL LATER BE COMPARED WITH GRADES IN STUDENT TEACHING CONTACTS FOR FURTHER KNOWLEDGE OF THIS SPECIFIC GROUP.

INSIGHTS AND GROUP REACTIONS TO URBAN EDUCATIONAL PROBLEMS:

FROM RESPONSES ON THE MID-TERM EXAMINATION RELATIVE TO THE PROBLEMS OF URBAN SCHOOLS, IN GENERAL, AND INNER-CITY SCHOOLS, IN PARTICULAR, WEXPO-9 STUDENTS EXPRESSED THE FOLLOWING INSIGHTS AND CONCERNS WHICH HAVE BEEN RANK-ORDERED IN TERMS OF FREQUENCY OF RESPONSE:

TABLE 12
GENERAL PROBLEMS OF THE URBAN SCHOOLS
NOVEMBER 27, 1967

RANK	SCHOOL PROBLEMS	RANK	URBAN PROBLEMS	RANK	PUPIL PROBLEMS
1.5	UNQUALIFIED TEACHERS	1.9	INCREASED MOBILITY AND TRANSIENCY	1.0	DEVALUE EDUCATION
1.5	SHORTAGE OF TEACHERS	2.0	POOR ENVIRONMENT	2.0	LACK EXPERIENTIAL BACKGROUND
3.5	POOR FACILITIES AND EQUIPMENT	3.0	LOW INCOME	3.0	LACK SKILLS/ABILITIES/KNOWLEDGES
3.5	POOR PARENT/PUBLIC SUPPORT	4.0	ETHNIC DIVERSITY	4.0	LACK MOTIVATION
5.5	CURRICULUM IRRELEVANCE	5.0	CRIME/VANDALISM/DEVIANCY	5.5	LACK LANGUAGE ABILITIES
5.5	TOO MUCH RELIANCE ON I.Q. SCORES			5.5	PHYSICAL HEALTH NEEDS
7.5	OVERCROWDING			7.0	POOR ATTENDANCE
7.5	LACK OF RELEVANT TEACHING METHODS			8.0	SOCIAL NEEDS
9.5	FINANCIAL NEEDS			9.5	POOR SELF-CONCEPT
9.5	LACK OF PUBLIC CONCERN			11.5	LACK ATTAINABLE GOALS
11.0	POOR WORKING CONDITIONS			11.5	CAN'T ABSTRACT/GENERALIZE

IT IS INTERESTING TO NOTE, WITH THIS GROUP, THE GENERAL CONCERNS WITH THE DEMAND FOR MORE QUALIFIED TEACHERS, THE NEED FOR COMMUNITY SUPPORT AND CURRICULUM CHANGE. AS FUTURE TEACHERS, THEIR CONCERNS ARE PREDOMINANTLY WITH THE HIGH MOBILITY AND POOR ENVIRONMENTS OF THE PUPILS AND LESS WITH THE ETHNIC DIVSERSITY AND LAWLESSNESS ALTHOUGH 16 OF THE 19 STUDENTS WERE WOMEN. IT SEEMS APPARENT THAT PERSONAL CONSIDERATIONS WERE NOT GIVEN PRIORITY IN THEIR COMMENTS AS THEY VIEWED THE SITUATION IN WHICH THEY WOULD BE WORKING. LEADING THE LIST OF PUPIL CONCERNS WERE THAT PUPILS DEVALUE EDUCATION AND LACK SCHOOL ORIENTED ABILITIES NECESSARY FOR SCHOOL ACHIEVEMENT. RATED LAST, OF SCHOOL PROBLEMS, WAS ANY CONCERN WITH "POOR WORKING CONDITIONS".

RANK ORDERED RESPONSES TO PARTICULAR PROBLEMS OR PROVISIONS NEEDED FOR INNER CITY SCHOOLS ARE SHOWN IN TABLE 13.

TABLE 13

PARTICULAR PROVISIONS/NEEDS OF THE INNER-CITY SCHOOLS

RANK	NEEDS/PROVISIONS NECESSARY	RANK	NEEDS/PROVISIONS NECESSARY
1.0	SOCIALIZING EXPERIENCES-READINESS	7.0	LANGUAGE SKILLS
2.0	COMMUNITY ORIENTED SCHOOL TO RAISE PUPIL/PARENT CULTURAL LEVELS	7.0	GENERAL SKILLS/KNOWLEDGES
3.0	SELF-CONCEPT-ASPIRATION-SUCCESS	7.0	COMPENSATORY EDUCATION (SLOW TO GIFTED)
4.0	ADEQUATE PRACTICAL CURRICULUM MEANINGFUL TO STUDENT NEEDS	10.0	POSITIVE SCHOOL/ENVIRONMENT/CLIMATE
5.0	QUALIFIED TEACHERS AND ADMINISTRATORS; GOOD MODELS; MORE QUALIFIED MALE TEACHERS; A CONCERNED AND UNPREJUDICED STAFF	10.0	MOTIVATION
		10.0	ADEQUATE MATERIALS/FACILITIES
		12.5	NEW TEACHING METHODS
		12.5	PHYSICAL NEEDS OF PUPILS DEALT WITH BY THE SCHOOL

THE STUDENT GROUP AGAIN EVIDENCED CONCERN WITH PUPIL READINESS AND BACKGROUND, COMMUNITY ORIENTATION, SELF-CONCEPT AND MEANINGFUL CURRICULAR EXPERIENCES. IN LAST PLACE, NEW TEACHING METHODS AND THE PHYSICAL NEEDS OF THE PUPILS SEEMED LESS OF A CONCERN THAN EXPECTED.

QUESTION: WHAT ARE THE ROLES OF THE TEACHER IN INNER-CITY SCHOOLS? ELICITED

RESPONSES REGARDING ROLES OF TEACHERS WORKING WITH INNER-CITY STUDENTS. SEMANTIC OVER-LAPPING OCCURRED BUT, IN GENERAL, FELL INTO 8 CATEGORIES BY RANK ORDER OF RESPONSES:

1.0 MOTIVATOR GOAL-SETTER GUIDER ATTITUDE INFLUENCER DEVELOPER INSPIRATION-ER CLIMATE SETTER
2.0 REWARDER REINFORCER SUCCESS-PROMOTER COMMUNICATOR RESPONDER-ER RESPECTER INTERPRETER OF VALUES ACHIEVEMENT HELPER UNDERSTANDER-ER BELIEVER
3.0 PROCESS PRESENTER SUBJECT SALESMAN STRUCTURER OF LIMITS ORGANIZER ARTIST DECISION-MAKER ENGINEER
4.0 TEACHER COLLEAGUE INNOVATOR IDENTITY MODEL PIONEER STANDARD BEARER CITIZEN REPRESENTATIVE
5.0 COMMUNITY AGENT SOCIAL WORKER SOCIAL REFORMER
6.0 PHYSICAL/MENTAL HEALTH GUARDIAN
7.0 HUMANITARIAN
8.0 PSYCHOLOGIST

PARAPROFESSIONAL AND STUDENT TEACHING CHOICE RELATIONSHIPS:

ANOTHER COMPONENT OF THE WEXPO-9 PROJECT, DIFFERING FROM THE REGULAR DEPARTMENTAL PROCEDURES, WAS THE OPPORTUNITY FOR STUDENTS TO CHOOSE PREFERRED SCHOOLS FOR BOTH PARAPROFESSIONAL, VOLUNTEER AND STUDENT TEACHING EXPERIENC COMMITMENTS. ALTHOUGH IT IS RECOGNIZED THAT PERSONAL BASES FOR SUCH CHOICES WOULD VARY, INFORMAL REMARKS OFTEN ESTABLISHED REASONS FOR SUCH CHOICES:

"I WANT TO SEE AS MANY OF THE SCHOOLS AS I CAN BEFORE I MAKE UP MY MIND."

"THE TEACHERS AND PRINCIPAL AT X SCHOOL 'SOLD ME' SO I WANT TO BE ASSIGNED WITH PEOPLE I FEEL I WOULD LIKE TO WORK WITH."

"I AM ONLY INTERESTED IN WORKING IN THOSE SCHOOLS WITH THE (PRIMARY) TYPE OF PROGRAM I WANT TO WORK IN."

"ALTHOUGH I WANT A GENERAL ELEMENTARY CERTIFICATE, I AM ALSO INTERESTED IN SPECIAL EDUCATION AND WANT X SCHOOL WITH EXPERIENCE IN THE ROOM I OBSERVED WITH MRS. X. I HOPE TO ARRANGE SOME VISITS TO THIS SPECIAL AREA THOSE TIMES I AM NOT STUDENT TEACHING IN MY ASSIGNED ROOM AT THAT SCHOOL."

"AS A MATH MAJOR, I WANT TO BE PLACED IN A DEPARTMENTALIZED SITUATION FIRST; THEN INTO THE GENERAL ELEMENTARY CLASSROOM."

"IT HELPS TO BE INTRODUCED TO THE SUPERVISING TEACHERS. THAT WAY, I FEEL I CAN CHOOSE A PERSON I FEEL I CAN 'GET WITH' AND NOT BE AFRAID OF!"

CHOICES FOR PARAPROFESSIONAL EXPERIENCES (THREE MORNINGS OF THREE CONSECUTIVE WEEKS) WERE INDICATED AFTER THE STUDENTS HAD MADE VISITS TO FOUR OF THE SIX SCHOOLS. IMMEDIATE SCHEDULING HAD TO BE ARRANGED PRIOR TO THE LAST TWO VISITS. ONE OF THE SIX SCHOOLS HAD A PRINCIPAL REPLACEMENT DURING THIS PERIOD AND THE GROUP DID NOT VISIT THERE BUT SEVERAL STUDENTS CHOSE THE SCHOOL FOR VOLUNTEER AND PARAPROFESSIONAL WORK. WITH THESE QUALIFICATIONS, AND COGNIZANT OF THE FACT THAT LOSSES AND ADDITIONAL REPLACEMENTS OF SUPERVISING TEACHERS OCCURRED, IN THE INTERVAL BETWEEN VISITS AND FINAL ASSIGNMENTS FOR STUDENT TEACHING, DATA SHOWN IN TABLE 14 INDICATES THE RELATIONSHIPS BETWEEN STUDENT TEACHER ASSIGNMENTS AND PARAPROFESSIONAL CHOICES, SUBSEQUENT TO THE OBSERVATIONAL PHASE.

TABLE 14
PARAPROFESSIONAL CHOICES AS RELATED TO
STUDENT TEACHING I CHOICE

STUDENT	PARAPROFESSIONAL SCHOOL CHOSEN 1	2	3	STUDENT TEACHING I SCHOOL CHOSEN	RELATIONSHIP OF PARAPROFESSIONAL CHOICES TO STUDENT TEACHING I ASSIGNMENT CHOSEN
1	C	K	I	KA°	° REASSIGNED TO ALTERNATE CHOICE DUE
2	F	C	I	F*	TO LOSS OR ADDITION OF SUPERVIS-
3	I	C	F	B*#	ING TEACHER
4	F	K	I	K*	* HAD MET SUPERVISING TEACHER TO WHOM
5	F	I	F	F*	ASSIGNED PRIOR TO STUDENT TEACHING
6	B	K	I	I*	# PREFERRED MALE TEACHER
7	I	K	C	F°	--DROPPED AT END OF FALL QUARTER
8	B	C	I	B*	
9	I	K	I	I*	74% OF STUDENTS HAD MET SUPERVISING
10	I	C	I	I*	TEACHER IN THE SCHOOL CHOSEN PRIOR
11	F	C	I	C°	TO STUDENT TEACHING I CONTACT.
12	KA	F	K	KA*	89% OF STUDENTS CHOSE STUDENT TEACH-
13	KA	F	K	B*	ING SCHOOL FROM ONE OF PARAPROFES-
14	I	C	K	F	SIONAL SCHOOL CHOICES
--15	F	B	B	F*#	47% OF PARAPROFESSIONAL FIRST CHOICES
16	C	I	C	K°	CHOSEN FOR STUDENT TEACHING I
17	I	C	I	C*	21% OF PARAPROFESSIONAL SECOND CHOICES
18	I	I	I	I*#	CHOSEN FOR STUDENT TEACHING I
19	C	I	C	C*	32% OF PARAPROFESSIONAL THIRD CHOICES
					CHOSEN FOR STUDENT TEACHING I

HAVING COMPLETED FOUR OF FIVE SCHEDULED VISITS, WEXPO-9 STUDENTS WERE ASKED TO INDICATE THEIR FIRST, SECOND AND THIRD CHOICES FOR STUDENT TEACHING I PLACEMENT. IN EACH INSTANCE, THEIR FIRST CHOICE REQUESTS WERE HONORED EXCEPT IN THOSE CASES WHERE A LOSS, AND SUBSEQUENT ADDITION OF ANOTHER SUPERVISING TEACHER, NECESSITATED A CHANGE. IN THESE INSTANCES, THE STUDENT MADE AN ALTERNATE CHOICE FROM FOUR OTHER SCHOOLS. SEVENTEEN OF THE NINETEEN STUDENTS RECEIVED ASSIGNMENTS IN THEIR CHOSEN SCHOOLS AND GRADE LEVELS, ACCOUNTING FOR 89.4% OF THE GROUP, AND A TRIBUTE TO THE CONTINUING EDUCATION OFFICE MEMBER'S ASSISTANCE, THROUGH PLACEMENT, IN THE ETHICAL COMMITMENTS MADE TO THE PROJECT AND THE STUDENTS.

SEVENTY-FOUR PER CENT OF THESE STUDENTS HAD BEEN PREVIOUSLY INTRODUCED TO THE SUPERVISING TEACHER CHOSEN DURING AN OBSERVATIONAL VISIT. IT SEEMS OBVIOUS THAT THE PERSONAL RELATIONSHIPS SOUGHT IN THE PROJECT BETWEEN STUDENTS, SCHOOL AND SUPERVISING TEACHERS INFLUENCED THEIR CHOICES FOR STUDENT TEACHING I PREFERENCES, AND IS CONSIDERED A VALUE OF THE PROJECT.

WITH THE NOTATION THAT ALL SCHOOLS HAD NOT YET BEEN VISITED, AND FOR DIVERSE PERSONAL REASONS NOT INVESTIGATED, THE SMALLEST SCHOOL OF THE CENTER DREW 21 CHOICES FOR PARAPROFESSIONAL WORK; THE NEWEST SCHOOL DREW 13; THE MOST COSMOPOLITAN AND LARGEST WAS CHOSEN FOR 9 CONTACTS; AND THE TWO SCHOOLS NOT YET VISITED AT THE TIME OF CHOICE DREW 8 AND 2 CHOICES, RESPECTIVELY. SUBSEQUENT INFORMATION WILL REFLECT THE NUMBER OF PARAPROFESSIONAL AND VOLUNTEER EXPERIENCES AND HOURS COMPLETED BY THESE STUDENTS IN THE REGION 9 SCHOOLS. THE ADMINISTRATIVE AND TEACHING STAFFS, WITHOUT HESITATION, GENEROUSLY ACCEPTED ANY AND ALL STUDENTS FOR THESE EXPERIENCES AT HOURS CONVENIENT FOR THE STUDENTS. SEVERAL ADMINISTRATORS CALLED TO ALERT THE ADVISER OF CERTAIN DAYS WHEN SCHOOLS WOULD HAVE HALF- OR FULL-DAY SESSIONS CANCELLED DUE TO MEETINGS, CONFERENCES, AND SEMESTER VACATION TIMES NOT CONGRUENT WITH THE UNIVERSITY CALENDAR.

PUPIL- SCHOOL PERCEPTIONS FROM THE WEXPO-9 STUDENT GROUP:

IT SEEMED IMPORTANT TO THE PROJECT DIRECTOR TO ALSO TAP THE PERCEPTIONS OF THESE COLLEGE STUDENTS, PRIOR TO THEIR ACTUAL STUDENT TEACHING CONTACTS, REGARDING THE PUPIL POPULATION AND SCHOOL WITH WHICH THEY FELT MOST ACQUAINTED THROUGH THESE EXPERIENCES. IT WAS FELT THAT POSITIVE PERCEPTIONS OF PUPILS AND/OR SCHOOL WOULD BE RELATED TO THEIR CHOICES FOR WORK IN THE REGION 9 TEACHING CENTER AT THE STUDENT TEACHER LEVEL.

AFTER TWO WEEKS OF PARAPROFESSIONAL ASSIGNMENTS TO SCHOOLS OF THEIR CHOICES, STUDENTS WERE GIVEN A PUPIL-SCHOOL PERCEPTION FORM ON WHICH TO CHECK, ANONYMOUSLY, THEIR PERCEPTIONS ON A FIVE-POINT SCALE RANGING FROM 'HIGH' TO 'LOW'. THIS FORM WAS RETURNED TO THE INSTRUCTOR AFTER COMPLETION OF THEIR PARTICIPATION AS AIDES TO A SUPERVISING TEACHER OR COMMUNITY AGENT.

SINCE THE NUMBERS OF STUDENTS ASSISTING IN VARIOUS SCHOOLS WERE UNEQUALLY DISTRIBUTED, NO INTENTION OF INDIVIDUAL SCHOOL "POPULARITY" IS INTENDED. STUDENTS HAD THE CHOICE OF REFLECTING THEIR PERCEPTIONS OF ANY OF THE CENTER SCHOOLS AND NO CONTROL WAS PLACED UPON WHICH SCHOOL WOULD BE REPORTED, NOR BASED ON WHICH EXPERIENCES. THE DATA PRESENTED IN TABLE 15, THEREFORE, REPORTS THE AVERAGES OF THE PERCEPTIONS OF THE SIX CENTER SCHOOLS, IN GENERAL.

TABLE 15
PUPIL- SCHOOL PERCEPTIONS
DECEMBER 8, 1967

DIRECTIONS: FOLLOWING YOUR THREE-DAY PARAPROFESSIONAL EXPERIENCES IN THE SCHOOLS OF YOUR CHOICE, YOU ARE ASKED TO SELECT ONE SCHOOL WITH WHICH YOU FEEL MOST ACQUAINTED AND CHECK THE FOLLOWING ITEMS REGARDING YOUR IMPRESSIONS OF THE PUPILS AND THE SCHOOL ON THE FIVE-POINT SCALE RANGING FROM "HIGH" TO "LOW". PLEASE DO NOT SIGN YOUR NAME BUT DO INDICATE THE NAME OF THE SCHOOL*.

PERCEPTIONS OF PUPILS

SCALE VALUE= N X VALUE (NOT ON ORIGINAL FORM)	5.0 HIGH	4.0 ABOVE AVERAGE	3.0 AVERAGE	2.0 BELOW AVERAGE	1.0 LOW	RANK
1. FRIENDLINESS TO TEACHERS		3.98				7.0
2. FRIENDLINESS TO VISITORS		4.36				3.0
3. FRIENDLINESS TO EACH OTHER		3.92				8.0
4. COOPERATION WITH TEACHER			3.62			11.0
5. DESIRE TO LEARN			3.35			15.0
6. BEHAVIOR IN THE CLASSROOM			3.35			15.0
7. BEHAVIOR ON SCHOOL GROUNDS				2.90		20.0
8. CAPACITY TO LEARN				2.96		19.0
9. INTEREST IN LEARNING			3.18			16.0
10. ORAL LANGUAGE ABILITIES				2.35		25.0
11. WRITTEN LANGUAGE ABILITIES				2.42		24.0
12. SELF-DISCIPLINE				2.90		20.0
13. CITIZENSHIP: RE SCHOOL PROPERTY			3.03			17.0
14. EVIDENCE OF EMOTIONAL PROBLEMS#				2.82		21.0
15. EVIDENCE OF ACADEMIC PROBLEMS#				2.68		23.0

# INVERTED WEIGHTS

PERCEPTIONS OF SCHOOL

	5.0 HIGH	4.0 ABOVE AVERAGE	3.0 AVERAGE	2.0 BELOW AVERAGE	1.0 LOW	RANK
1. STAFF FRIENDLINESS TO VISITORS	4.72					1.0
2. EXTRA-CURRICULAR ACTIVITIES			3.58			12.0
3. CLASSROOM FACILITIES		4.08				5.0
4. UTILIZATION OF COMMUNITY RESOURCES			3.50			13.0
5. TEACHING MATERIALS AND SUPPLIES		3.66				9.0
6. PHYSICAL PLANT ADEQUACY			2.98			18.0
7. CLEANLINESS		3.63				10.0
8. CLASS SIZE (LARGER THAN DESIRABLE)				2.78		22.0
9. ADMINISTRATIVE HELP TO VISITORS		4.06				6.0
10. ADMINISTRATIVE HELP TO TEACHERS		4.41				2.0
11. HELPFULNESS OF TEACHING STAFF		4.23				4.0
12. EVIDENCE OF COMMUNITY ASSISTANCE BY THE SCHOOL OR STAFF			3.38			14.0

* NEEDED TO COMPUTE ITEM AVERAGES PER STUDENT NUMBER OF RESPONSES

THERE WERE ITEM VARIATIONS BETWEEN EACH OF THE INDIVIDUAL SCHOOLS REPORTED ON BUT IT WAS NOT A PURPOSE OF THE AUTHORS TO EVALUATE THE SCHOOLS, FROM SUCH SUBJECTIVE IMPRESSIONS, NOR TO INCLUDE ITEMS SUCH AS PUPILS' EMOTIONAL OR ACADEMIC PROBLEMS, PHYSICAL PLANT OR CLASS SIZE OVER WHICH SCHOOL PERSONNEL HAD

LITTLE CONTROL. SUCH ITEMS, THEREFORE, WERE OMITTED IN A SUBSEQUENT ANALYSIS TO ESTABLISH RELATIONSHIPS BETWEEN WEXPO-9 PERCEPTIONS OF SCHOOLS AND PUPILS AND THEIR STUDENT TEACHING I CHOICES.

USING THE AVERAGES OBTAINED FROM STUDENT PERCEPTION RESPONSES, EACH SCHOOL WAS LISTED UNDER AN ALTERED CODE NAME FROM ITS ALPHABETICAL ORDER FOR ANONYMITY. ITEM AVERAGES WERE USED TO OBTAIN MEAN SCHOOL AND PUPIL PERCEPTION RANK ORDER. THESE RANK ORDER POSITIONS WERE THEN LISTED BY DEVIATION FROM THE RANK ORDER OF SCHOOLS MOST FREQUENTLY CHOSEN FOR STUDENT TEACHING I ASSIGNMENT, AS SHOWN IN TABLE 16. NOTE THAT ITEMS 14 AND 15 (EVIDENCES OF PUPILS' EMOTIONAL AND ACADEMIC PROBLEMS) WERE OMITTED FROM THE PUPIL PERCEPTION AVERAGES; ITEMS 6 AND 8 (PHYSICAL PLANT ADEQUACY AND CLASS SIZE) WERE OMITTED FROM THE SCHOOL PERCEPTION AVERAGE.

TABLE 16
RELATIONSHIPS OF PUPIL AND SCHOOL PERCEPTIONS
AND STUDENT TEACHING I CHOICE
DECEMBER 9, 1967

SCHOOL CODE #	PUPIL PERCEPTION RANK ORDER AVERAGE		RANK	SCHOOL PERCEPTION RANK ORDER AVERAGE		RANK	D	D^2	$1-\frac{6\sum D^2}{N(N^2-1)}$
1	3.1	=	4.5	4.2	=	2.0	2.5	5.25	
4	3.3	=	3.0	3.5	=	5.0	2.0	4.00	
6	3.7	=	1.0	4.8	=	1.0	0.0	0.00	
5	3.5	=	2.0	3.4	=	6.0	4.0	16.00	
2	3.1	=	4.5	3.7	=	4.0	.5	.25	
3	2.9	=	6.0	4.0	=	3.0	3.0	9.00	
MEAN:	3.3			3.9				SUM:34.50	P=.014
	PUPIL PERCEPTION RANK ORDER			ORIGINAL STUDENT TEACHING I CHOICE (BEFORE REASSIGNMENTS)					
1	3.1	=	4.5	3.0	=	3.5	1.0	1.00	
4	3.3	=	3.0	2.0	=	5.5	2.5	6.25	
6	3.7	=	1.0	3.0	=	3.5	2.5	6.25	
5	3.5	=	2.0	2.0	=	5.5	3.5	12.25	
2	3.1	=	4.5	4.0	=	2.0	2.5	6.25	
3	2.9	=	6.0	5.0	=	1.0	5.0	25.00	
MEAN:	3.3			3.2				SUM:57.00	P=¯.628
	SCHOOL PERCEPTION RANK ORDER			ORIGINAL STUDENT TEACHING I CHOICE (BEFORE REASSIGNMENTS)					
1	4.2	=	2.0	3.0	=	3.5	1.5	2.25	
4	3.5	=	5.0	2.0	=	5.5	.5	.25	
6	4.8	=	1.0	3.0	=	3.5	2.5	6.25	
5	3.4	=	6.0	2.0	=	5.5	.5	.25	
2	3.7	=	4.0	4.0	=	2.0	2.0	4.00	
3	4.0	=	3.0	5.0	=	1.0	2.0	4.00	
	3.9			3.2				SUM:17.00	P= .514

EXTREMELY LITTLE RELATIONSHIP BETWEEN PERCEPTIONS AND PUPILS AND PERCEPTIONS OF THE SAME SCHOOL WERE ESTABLISHED (.014) AND A NEGATIVE RELATIONSHIP EXISTED BETWEEN PERCEPTIONS AND PUPILS AND THE ORIGINAL SCHOOL CHOSEN FOR STUDENT TEACHING I (-.628). IN THE GROUP, TOTAL IMPRESSIONS OF PUPIL POPULATIONS HAD LITTLE TO DO WITH PERCEPTIONS OF CENTER SCHOOLS OR CHOICE OF STUDENT TEACHING LOCALE.

A POSITIVE CORRELATION BETWEEN PERCEPTIONS OF THE CENTER SCHOOLS, INDIVIDUALLY, AND CHOICES FOR STUDENT TEACHING WERE APPARENT (.514). SCHOOLS ACCORDED A CERTAIN RANK, BY THOSE STUDENTS REPORTING, MORE THAN HALF THE TIME WERE ALSO ACCORDED PREFERENCE FOR STUDENT TEACHING. STUDENTS, IN THESE RANKINGS, APPARENTLY DISTINGUISHED CLEARLY BETWEEN PUPIL AND SCHOOL RANKINGS.

IT SEEMS A LOGICAL ASSUMPTION THAT IMPRESSIONS OF THE SCHOOL HAVE A STRONG INFLUENCE ON THE STUDENTS. IT IS PARTICULARLY NOTEWORTHY THAT RATINGS OF STAFF FRIENDLINESS TO VISITORS, PERCEPTIONS OF ADMINISTRATIVE HELP TO TEACHERS, PUPIL FRIENDLINESS TO VISITORS, AND HELPFULNESS OF THE TEACHING STAFF WERE ACCORDED THE FOUR HIGHEST RANKINGS IN THE 25 ITEMS RESPONDED TO.

ADMINISTRATIVE EVALUATIONS OF EDUCATION 3015 OBSERVATIONS:

REACTIONS OF THE SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS, IN THIS COOPERATIVE COLLEGE-PUBLIC SCHOOL VENTURE, WERE SOUGHT TO EVALUATE THE IMPLEMENTATION OF THE EDUCATION 3015 OBSERVATIONS. BASED ON THE FOLLOWING QUESTIONS, REACTIONS OF FOUR OF THE FIVE ADMINISTRATORS ARE RECORDED IN TABLE 17.

TABLE 17
ADMINISTRATIVE EVALUATION OF EDUCATION 3015 OBSERVATIONS

---

1. WERE THE STUDENTS COURTEOUS IN THEIR ROLE AS OBSERVERS IN THE CLASSROOMS?
    YES. YES. WITH ONE EXCEPTION. EXTREMELY PROFESSIONAL IN THEIR BEHAVIOR.

2. WERE THERE ANY REPORTS FROM SUPERVISING TEACHERS- EITHER POSITIVE OR NEGATIVE- REGARDING THEIR VISIT?
    NO. NOT ESPECIALLY; VISITS APPEARED TO GO SMOOTHLY. NO.
    ONE SUPERVISING TEACHER ASKED A STUDENT TO LEAVE AFTER AN UNCOMPLIMENTARY REMARK REGARDING TESTING OF SPECIAL EDUCATION PUPILS.

3. WERE ARRANGEMENTS FOR THEIR VISIT MADE EARLY ENOUGH NOT TO CAUSE INCONVENIENCE?
    YES. YES. YES. YES.

4. IS THERE ANY SPECIAL PROCEDURE YOU WOULD LIKE STUDENTS TO FOLLOW FOR THEIR SCHEDULED PARAPROFESSIONAL ASSIGNMENTS?
    THEY ARE TO REPORT TO THE OFFICE UPON ENTERING THE BUILDING.
    YES. THEY SHOULD CHECK IN THE OFFICE FOR THE FIRST VISIT, NOVEMBER 20, EITHER FOR A GROUP ORIENTATION OR INDIVIDUAL VISITOR'S CHECK LIST.
    WE ONLY ASK THAT THEY REPORT TO THE SCHOOL OFFICE FOR ASSIGNMENT.
    YES. PLEASE HAVE THEM CHECK IN AT THE OFFICE SO WE CAN CONDUCT THEM.

(CONTINUED ON PAGE 33)

TABLE 17 (CONTINUED)

5. ARE THERE ANY THINGS YOUR TEACHERS WOULD WISH THEM TO PREPARE FOR?
   NO, NOT AT THE PRESENT TIME.
   THEY WILL BE ASKED TO ASSIST THE TEACHER WITH INDIVIDUAL AND SMALL GROUP ACTIVITIES.
   TRY TO MAKE AN AUTOMOBILE TOUR THROUGH THE SCHOOL NEIGHBORHOOD- AT LEAST ONCE- AFTER SCHOOL HOURS.
   OUR TEACHERS WILL GIVE THEM DIRECTIONS.

6. ARE THERE ANY COMMENTS YOU WOULD CARE TO MAKE- OR SUGGESTIONS TO THE ADVISER- SO STUDENT PARTICIPATIONS OR OBSERVATIONS COULD BE HANDLED MORE SMOOTHLY?
   ALL WENT WELL. WE WERE DELIGHTED TO HAVE HAD THE OPPORTUNITY TO PARTICIPATE IN THIS PROGRAM.
   WE WERE WELL PLEASED WITH ALL THE ARRANGEMENTS.
   THE ADVISER'S ORIENTATION TO THE PARTICIPATING STUDENTS WAS OBVIOUSLY WELL ESTABLISHED.
   LET US KNOW THE EXACT NUMBER OF STUDENTS THAT WILL BE SPENDING THE THREE DAYS AT OUR SCHOOL; MAYBE EVEN A REMINDER OR CALL A COUPLE OF DAYS IN ADVANCE WOULD HELP.

TYPES OF PARAPROFESSIONAL AND VOLUNTEER ASSISTANCE TO THE SCHOOLS BY WEXPO-9:

ARRANGEMENTS WITH THE CENTER SCHOOLS PROVIDED BOTH ASSIGNED PARAPROFESSIONAL AND VOLUNTEER OPPORTUNITIES FOR THE WEXPO-9 STUDENTS. AT THE CONCLUSION OF THE TIME DESIGNATED FOR THESE EXPERIENCES, STUDENTS WERE ASKED TO RESPOND TO THE FOLLOWING QUESTIONS:

IN WHAT SCHOOL DID YOU DO ANY PARAPROFESSIONAL WORK?__________________
AT WHAT GRADE/ SUBJECT LEVEL?__________ TEACHER____________________
DATES: ______ ________ ________ APPROXIMATELY HOW MANY HOURS?
A.M. ________ P.M.______ TOTAL________
TYPES OF PARTICIPATION:
WHAT DID YOU ASSIST IN DOING?

WHAT WAS MOST VALUABLE TO YOU? WHY?

WHAT WAS LEAST VALUABLE TO YOU? WHY?

THE SAME FORM WAS SUBMITTED FOR RESPONSES REGARDING VOLUNTEER WORK. PRINCIPALS FROM EACH SCHOOL RETURNED A "SIGN-IN" SHEET FROM THEIR OFFICES DENOTING THE STUDENT'S TIME OF ARRIVAL AND DEPARTURE AND TO WHOM ASSIGNED.

TABLE 18 TABULATES THE FREQUENCY OF RESPONSES CONCERNING PARAPROFESSIONAL EXPERIENCES UNDER THE ITEM HEADINGS.

TABLE 18
WEXPO-9 RESPONSES REGARDING PARAPROFESSIONAL EXPERIENCES

GRADE PER STUDENTS	SCHOOL-NO. OF CONTACTS	TOTAL HOURS	TYPES OF PARAPROFESSIONAL EXPERIENCES BY FREQUENCY	
PRIMARY:	BURTON= 6	18	TUTORING INDIVIDUALS	=14
9			READING= 4 ALPHABET=3 ABC'S=2	
			ARITHMETIC=2 SPELLING=2 WRITING=1	
FIRST:	CAMPBELL=11	33	INDIVIDUAL HELP (UNSPECIFIED)	=14
1			CLASSROOM HELP	=27
			SEATWORK= 5 CORRECTED PAPERS=3	
SECOND:	FRANKLIN= 9	27	MATH LESSON=3 HEARD PUPILS READ=3	
0			READING GROUP=2 READ STORY=2	
			CLERICAL WORK=2 CLASS CONTROL=1 QUIZ=1	
THIRD:	IRVING= 18	54	HOUSEKEEPING=1 WORD GAMES=1 HALL DUTY=1	
1			CONDUCTED DISCUSSION=1 CLEAN UP=1	
			OBSERVED	= 8
FOURTH:	KENNEDY= 9	27	CHILDREN=2 PROCEDURES=2 TEACHING=2	
4			MATERIALS USED=2	
			TALKED WITH	= 6
FIFTH:	KENNEDY		FUTURE SUPERVISING TEACHER=3	
1	ANNEX=4	12	CLASSROOM TEACHER=2 STUDENT TEACHER=1	
SIXTH:			19 STUDENTS X THREE PARAPROFESSIONAL 1/2 DAYS=	
3			57 CONTACTS OF APPROXIMATELY 3 HRS. EACH= 171 HRS.	
N=19 X 3=	N= 57 X 3 =	171		N=69

MOST VALUABLE EXPERIENCES(RANK ORDER)

WORKING WITH INDIVIDUALS = 11
TALK WITH FUTURE SUPERVISING TEACHER = 4
TALK WITH CLASSROOM TEACHER = 3
TUTORING = 3
OBSERVING TEACHING = 2
LEARNING PROCEDURES = 2
OBSERVING STUDENT TEACHER= 2
WATCHING PUPILS'REACTIONS= 2
CONDUCTING DISCUSSION = 1
N= 30

LEAST VALUABLE EXPERIENCES(RANK ORDER)

ONLY OBSERVED; WAS NOT USED AS AIDE; WE HAD OBSERVED ENOUGH! =11
NO DIRECTIONS OR TASKS FROM CLASS ROOM TEACHER; WANTED TO DO SOME-THING- ANYTHING! = 6
WATCHING TEACHER DO ALL THE WORK; NOT KNOWING WHAT SHE WAS TRYING TO ACCOMPLISH = 1
CONFUSION IN THE ROOM = 1
N =19

THE MAJORITY OF RESPONSES INDICATED THAT WORKING WITH INDIVIDUAL PUPILS AND TALKING WITH FUTURE SUPERVISING TEACHER OR THE REGULAR CLASSROOM TEACHER WERE CONSIDERED THE MOST VALUABLE PORTIONS OF THE PARAPROFESSIONAL CONTACT. THE LEAST VALUABLE EXPERIENCES WERE CONCERNED WITH BEING EXPECTED TO OBSERVE RATHER THAN AID, AND WANTING SOME DIRECTION FROM TEACHERS IN ASSISTING. IN THEIR 57 CONTACTS IN THE SCHOOLS, THE GROUP CONTRIBUTED 171 HOURS OF TEACHER AND PUPIL CONTACTS.

SIMILAR RESPONSES AND COMMENTS WERE OBTAINED REGARDING VOLUNTEER HOURS SPENT IN SCHOOLS BY THE GROUP, AS SHOWN IN TABLE 19.

TABLE 19
WEXPO-9 RESPONSES REGARDING VOLUNTEER WORK HOURS

GRADE PER STUDENTS	SCHOOL- NO. OF CONTACTS	TOTAL HOURS	TYPES OF VOLUNTEER EXPERIENCES BY FREQUENCY
PRESCHOOL:	BURTON= 3	9	TUTORING INDIVIDUALS = 9
1			READING = 4
	CAMPBELL= 5	15	SPELLING = 2
KINDERGRTN:			ALPHABET = 2
1	FRANKLIN= 8	24	COUNTING = 1
			INDIVIDUAL HELP = 6
PRIMARY:	IRVING= 8	24	CLASSROOM HELP = 13
5			SNACKS = 3 READ STORIES= 2
	KENNEDY= 3	9	MUSICAL ACTIVITIES= 2 HELP IN ART=2
MIDDLE EL.:			HOUSEKEEPING= 2 JOINED GAMES= 1
3	KENNEDY		DISCUSSION GROUP = 1
	ANNEX= 3	9	OBSERVED = 6
UPPER EL.:			CHILDREN= 3 TEACHER= 2 PARENTS=1
2			TALKED WITH = 8
			CHILDREN= 6 TEACHER=2
REMEDIAL READING: 2	2 STUDENTS SPENT 7 AFTERNOONS	42	
N=14	N= 30	132	N= 42

MOST VALUABLE EXPERIENCES (RANK ORDER)	LEAST VALUABLE EXPERIENCES(RANK ORDER)
1.0 WORKING WITH INDIVIDUAL PUPILS=10	ONE RESPONSE EACH FROM FIVE STUDENTS:
2.0 EXPERIENCING PUPILS' REACTIONS= 6	ONLY OBSERVED MY SECOND VISIT; STUCK WITH WATCHING THE CLOCK WITH THE KIDS!
3.0 SPECIFIC TASK GIVEN SO I COULD HELP = 3	GENERAL NOTHING-NESS AS FAR AS MY HELP. I WANTED A TASK TO DO.
4.5 FAMILIARITY WITH CLASSROOM PROCEDURES.PROGRAM = 2	CONFUSED AS TO WHAT WAS EXPECTED OF ME.
4.5 TALKING WITH FUTURE SUPERVISING TEACHER = 2	FELT I WAS JUST BABYSITTING AND KEEPING ORDER. I WANTED TO HELP.
	HOUSEKEEPING-ROOM CLEAN UP.

WORKING WITH INDIVIDUAL PUPILS WAS AGAIN CONSIDERED THE MOST VALUABLE PART OF THE VOLUNTEER WORK WITH OBSERVING WITHOUT SPECIFIC TASKS OF ASSISTANCE MENTIONED MOST FREQUENTLY AS LEAST VALUABLE. THE SAME TYPES OF ACTIVITIES IN CLASSROOM AIDE WERE EXPERIENCED IN BOTH PARAPROFESSIONAL AND VOLUNTEER WORK. IN 30 CONTACTS, AS VOLUNTEERS, 14 STUDENTS CONTRIBUTED 132 HOURS. TWO STUDENTS SPENT SEVEN FRIDAY AFTERNOONS WORKING WITH REMEDIAL READING PUPILS FOR A TOTAL OF 42 HOURS.

WEXPO-9 STUDENTS' EVALUATIONS OF EDUCATION 3015 ACTIVITIES:

THE FINAL TYPESOF EVALUATION CONSIDERED ESSENTIAL TO JUDGMENT OF THIS EXPERIMENTAL PROJECT WERE SPECIFIC EVALUATIONS BY THE STUDENTS INVOLVED. EACH WAS ASKED TO RESPOND ANONYMOUSLY TO AN 18 POINT QUESTIONNAIRE ABOUT PROJECT ACTIVITIES, EXPERIENCES, INSIGHTS AND REACTIONS AT THE END OF THE EDUCATION 3015 COURSE. A SAMPLE OF THIS QUESTIONNAIRE IS SHOWN IN APPENDIX B OF THIS REPORT. DATA FROM THIS SOURCE IS DETAILED IN THE FOLLOWING DESCRIPTIVE AND QUANTITATIVE MATERIAL.

EDUCATION 3015 STUDENT EVALUATIONS OF THE WEXPO-9 PROJECT:FALL QUARTER,1967

QUESTION 1: WAS ATTENDING THE ED. 3015 MEETINGS IN THE SCHOOLS A HARDSHIP IN ANY WAY?

ANSWERS: NO=18 SOMEWHAT=1 YES=0

COMMENTS:
NO, EACH SCHOOL HAD SOMETHING UNIQUE ABOUT IT TO OFFER. EVERYTHING WAS THOUGHT OF= TRANSPORTATION, ETC. WE HAD PLENTY OF TIME.
NO. THE CARPOOL SYSTEM WE ARRANGED WAS VERY SUCCESSFUL.
NO, ON THE CONTRARY, THIS WAS JUST THE REALITY I NEEDED.
NO. VISITING THE SCHOOLS WAS A BENEFIT IN EVERY WAY.
NO. ESPECIALLY SINCE TRANSPORTATION WAS AVAILABLE.
NO. THE CARPOOL ARRANGEMENTS WE HAD ELIMINATED ANY SUCH PROBLEMS.
NO, EXCEPT THE EXTRA TIME INVOLVED GETTING TO AND FROM- BUT NO REAL PROBLEM.
NO, IN FACT, I THINK IT WAS BENEFICIAL IN THAT THE PROBLEMS AND BENEFITS WERE REMEMBERED MUCH MORE CLEARLY BECAUSE THEY WERE DISCUSSED IMMEDIATELY IN THE ENVIRONMENT AND WE HAD A CHANCE TO MEET THE FACULTY.
NO, NOT AT ALL.
A FEW TIMES WE OVER-EXTENDED OUR TIME CAUSING DIFFICULTY GETTING TO THE NEXT CLASS (4;30)

QUESTION 2: WHAT EXPERIENCES IN THE CENTER SCHOOLS COINCIDED WITH YOUR EXPECTATIONS?

ANSWERS: COINCIDED=15 DID NOT COINCIDE:MORE POSITIVE=1;MORE NEGATIVE=3

COMMENTS:
MANY TEACHERS NEED TRAINING IN SUCH A PROGRAM AS THIS ONE GIVES.
MY EXPECTATIONS OF THE SCHOOLS WERE NOT VERY HIGH BUT NOW THEY HAVE CHANGED. I WOULD RATHER TEACH IN THE INNER-CITY BEFORE THE SUBURBS ANY DAY.
THE FRIENDLINESS AND COOPERATION OF THE SCHOOL STAFF WAS GREATER THAN EXPECTED, ALTHOUGH I HOPED TO EXPERIENCE SUCH GOOD RELATIONSHIPS.
TALKING WITH CHILDREN; OBSERVING THE DUTIES OF TEACHERS WERE MY EXPECTATIONS- THEY WERE TREMENDOUS!
...NOTHING I ENCOUNTERED SURPRISED OR OVERWHELMED ME.
...JUST SEEING THE 'DEPRIVED' CHILD IN THE SCHOOL LEARNING SITUATION COINCIDED WITH MY EXPECTATIONS.
THE APPEARANCE OF THE STUDENTS; THE DISORDER IN SOME CLASSES WAS WHAT I HAD EXPECTED BUT THESE NEGATIVE THINGS HAPPENED INFREQUENTLY.
THE OPPORTUNITIES TO VISIT CLASSROOMS AND MEET WITH ADMINISTRATORS.
THE PLEASURE OF MEETING THE PERSONNEL AND TALKING WITH THE CHILDREN.

MEETING WITH PRINCIPALS AND FACULTY; LEARNING OF SCHOOL FACILITIES
AS I EXPECTED, I MET SOME VERY WARM, HUMAN, AND EXCELLENT TEACHERS.
I EXPECTED BOTH GOOD AND POOR TEACHERS, TECHNIQUES, PROCEDURES, SCHOOLS AND NEIGHBORHOODS.
I SAW THAT A CHILD COULD NOT BE KEPT TOO ATTENTIVE FOR LONG PERIODS.
MY WARM INTERACTION WITH CERTAIN PUPILS AND TEACHERS COINCIDED WITH MY HOPES.
I EXPECTED TO LEARN ABOUT CHILDREN'S BEHAVIOR AND LEARNING ABILITIES; TEACHER ATTITUDES, IN SOME RESPECTS. I DID!
STUDENTS WERE BEHIND IN ACADEMIC ACHIEVEMENT WITH RESPECT TO AGE.

QUESTION 3: WHAT EXPERIENCES OR KNOWLEDGES IN THE SCHOOL WERE UNEXPECTED?
ANSWERS: POSITIVE REACTIONS= 17 NEGATIVE REACTIONS= 4 PERSONAL REACTIONS= 4
EXPECTING ANYTHING= 1 NOTHING UNEXPECTED= 2
COMMENTS: (RANK ORDER) POSITIVE

1.0 FRIENDLINESS OF PRINCIPALS AND FACULTY; HELPED IN ANY WAY POSSIBLE = 6
2.0 EXCELLENT FACILITIES AND EQUIPMENT = 5
3.5 NOT CORRECT PERSPECTIVE ON DEPRIVED CHILDREN; BRIGHTER, SMARTER, AND MORE FRIENDLY THAN EXPECTED= 2
3.5 VAST SCHOOL SERVICES AND PROGRAMS = 2
6.0 NEW READING PROGRAMS VARIED = 1
6.0 EXPECTED MORE DISCIPLINE PROBLEMS = 1
6.0 CHILDREN IN BETTER PHYSICAL SHAPE THAN EXPECTED= 1

NEGATIVE

1.5 PUPIL- TEACHER TURNOVER IS TREMENDOUSLY LARGE = 2
1.5 LOWER READING LEVELS THAN EXPECTED = 2
4.0 LARGER NUMBER OF EMOTIONAL NEEDS THAN I THOUGHT = 1
4.0 SOME DISCIPLINE METHODS AND SOME TEACHER'S ATTITUDES WERE SHOCKING! = 1
4.0 VANDALISM, PYROMANIA = 1

PERSONAL

I DIDN'T THINK I COULD 'SPOT' A POOR TEACHER BUT I COULD. = 1
MY LACK OF FAMILIARITY OF CLASSES OBSERVED. = 1
EXPECTED A LARGER PERCENTAGE OF NEGRO STUDENTS; SURPRISED THERE WERE SO MANY CAUCASIANS = 1

QUESTION 4: HOW USEFUL WERE THE FOLLOWING ACTIVITIES FOR YOU?(RANK ORDERED):
ANSWERS: SCALE: 3=VERY USEFUL; 2= USEFUL; 1=SLIGHTLY USEFUL; 0= NOT USEFUL

RANK	DESCRIPTION OF 3015 ACTIVITIES DURING FALL QUARTER, 1967	AVERAGE
1.0	TALKS ABOUT INNER-CITY YOUTH AND SCHOOL PROGRAMS	2.83
2.5	OPPORTUNITY TO MEET PRINCIPALS AND ASSISTANT PRINCIPALS	2.72
2.5	LETTERS AND COMMUNICATIONS FROM ADVISER	2.72
4.0	KNOWLEDGE OF SCHOOL SERVICES AND PROBLEMS	2.67
5.5	ACCESS TO ADVISER FOR INDIVIDUAL CONFERENCES	2.61
5.5	FORMAL AND INFORMAL TALKS WITH TEACHERS	2.61
7.5	ORIENTATION TO SCHOOL VISITS AND PROCEDURES	2.56
7.5	PERSONAL INTERVIEWS WITH ADVISERS OF WEXPO-9	2.56
9.0	INITIAL VISITS TO CLASSROOMS IN ALL SCHOOLS	2.50
10.0	THREE-DAY PARAPROFESSIONAL PARTICIPATION	2.47
11.0	AUGUST GROUP MEETING TO EXPLAIN WEXPO-9 PROGRAM	2.44
12.5	TALKS AND TOURS CONDUCTED BY ADMINISTRATORS	2.33
12.5	GROUP DISCUSSIONS	2.33
14.0	READINGS ASSIGNED FOR CLASS	2.38
15.0	FILMS AND VIDEO TAPES	2.22
16.0	OBSERVATIONAL INSTRUMENTS USED	1.94
17.0	INTRODUCTION TO ED. PSYCH. INSTRUCTOR	1.61

QUESTION 5: WHICH EXPERIENCES IN THE SCHOOLS WERE THE MOST USEFUL?
ANSWERS (BY RANK ORDER)

1.0 OBSERVATIONS OF CLASSROOMS = 8
2.0 MEETING WITH PRINCIPALS, ASSISTANT PRINCIPALS AND TEACHERS = 7
3.0 PARAPROFESSIONAL EXPERIENCES = 5
4.5 DISCUSSIONS OF OUR QUESTIONS = 4
4.5 FINDING OUT UNIQUE CHARACTERISTICS OF EACH SCHOOL = 4
6.0 READINGS = 2
7.5 ALL CONTACTS WITH SCHOOLS = 1
7.5 VOLUNTEER EXPERIENCES = 1

QUESTION 6: WHICH EXPERIENCES IN ED. 3015 WERE THE LEAST USEFUL?
ANSWERS (BY RANK ORDER)

1.5 PARAPROFESSIONAL EXPERIENCES-DIDN'T GET TO HELP WITH ANYTHING=4
1.5 TALKS AND TOURS COULD HAVE BEEN SHORTER; WANTED MORE TIME IN ACTUAL CLASSROOM OBSERVATION =4
3.0 EVERYTHING WAS USEFUL; NOTHING SEEMED IRRELEVANT =3
4.5 FILMS AND TAPES- WITH ALL WE DID, NOT ENOUGH TIME TO SEE MANY=2
4.5 EDUCATIONAL PSYCHOLOGY CLASS-DIDN'T LEARN MUCH I DIDN'T KNOW BEFORE; NOT CONCERNED WITH INNER-CITY CHILD;TOO GENERAL =2
7.0 TALKING WITH TEACHERS- ONLY TWO DISCUSSED EDUCATION AT ALL =1
7.0 ACCESS TO ADVISER- WHEN I HAD TIME, ADVISER WASN'T IN =1
7.0 LESSON ON CODING TEACHING BEHAVIOR CONFUSED ME =1

QUESTION 7: WHAT COULD HAVE BEEN MORE USEFUL IF CONDUCTED DIFFERENTLY?WHY?
ANSWERS: NO SUGGESTIONS= 2
COMMENTS (BY RANK ORDER)

1.0 MORE ACTUAL PARTICIPATION; MORE TIME IN SCHOOLS; SPEND AN ENTIRE DAY =7
2.5 IF ALL SCHOOLS HAD MORE DEFINITE PLANS FOR US; SOME DID AND THESE TRIPS WERE MORE REWARDING =3
2.5 SHOULD HAVE BEEN DIFFERENT METHODS OR SCHEDULE FOR TEACHING IN ED. PSYCH; WOULD HAVE GOTTEN MORE- I.E., NO PANELS; MORE DIRECTED TOWARD INNER-CITY CHILD AND SPECIFIC DIFFERENCES =3
6.0 SHOULD HAVE BEEN DISCUSSION GROUPS WITH TEACHERS PRESENT; I WANTED TO KNOW WHY THEY DID WHAT THEY DID =1
6.0 TAPES OF TEACHERS WITH CODING EXCELLENT. MORE- I.E.,CONCRETE EXAMPLES OF HOW TO USE STRENGTHS OF INNER CITY CHILD =1
6.0 MORE READING; LESS WRITING. NOT SO MUCH READING ON THE SAME TOPIC. ASSIGNED ARTICLES RATHER THAN SO MUCH CHOICE IN READINGS =1
6.0 A DEMONSTRATION LESSON BY A REAL TEACHER =1
6.0 I WANTED TO MEET SOME PARENTS; I MIGHT THEN UNDERSTAND PUPILS=1

QUESTION 8: INDICATE HOW MUCH HELP YOU DERIVED FROM EDUCATION 3015 INSTRUCTOR (MARK WITH AN "I") AND FROM SCHOOL PERSONNEL (MARK WITH A "P").
SCALE: 3.0= MOST HELPFUL; 2.0= AVERAGE HELP; 1.0= SLIGHTLY HELPFUL;
ANSWERS:

INSTRUCTOR RANK	DESCRIPTION OF EDUCATION 3015 PROCESSES/OUTCOMES	I	P	PERSONNEL RANK
4.5	A. PROVIDED INFORMATION DURING GROUP DISCUSSIONS	2.94*	2.47*	3.0
2.0	B. DEALT WITH PRACTICAL PROBLEMS	3.00*	2.37*	5.0
2.0	C. PROVIDED OPPORTUNITY TO FREELY ASK QUESTIONS	3.00*	2.28*	6.0
	D. ANSWERED QUESTIONS ABOUT:			
10.0	1. PARTICULAR SCHOOL AND COMMUNITY	2.63	2.89*	1.0
11.0	2. PUPILS AND PARENTS	2.44	2.56*	2.0
8.0	3. PROGRAMS, CURRICULUM/SERVICES	2.73	2.44*	4.0
9.0	4. PROCEDURES, RULES, POLICIES	2.69	2.17	7.0
4.5	5. PROFESSIONALISM	2.94*	1.93	8.0
6.0	E. PROVIDED HELP RELATED TO ANXIETIES/PROBLEMS	2.83*	1.53	10.0
2.0	F. REINFORCED OR DEVELOPED POSITIVE ATTITUDES	3.00*	1.79	9.0
7.0	G. CHALLENGED NEGATIVE ATTITUDES	2.78	1.29	11.0
	MEAN:	2.82	2.17	
	P= -.252			

*MOST HELPFUL- TOP 50% OF QUESTIONS

IN INTERPRETING THESE RESPONSES, IT MAY BE SEEN THAT COLLEGE AND PUBLIC SCHOOL PERSONNEL REINFORCED PRACTICAL, INFORMATIONAL ROLES WITH OPEN OPPORTUNITY FOR GROUP QUESTIONS. IN DEALING WITH THE PARTICULAR SCHOOL, COMMUNITY, PUPILS, PARENTS, PROGRAMS, CURRICULUM AND SERVICES, THE PUPIL SCHOOL PERSONNEL WERE CONSIDERED MOST HELPFUL. FOR BROADER AREAS OF PROFESSIONALISM AND HELP WITH STUDENT PROBLEMS AND ATTITUDES, THE INSTRUCTOR'S FUNCTION WAS OF MORE THAN AVERAGE HELP. THESE ROLES ARE VIEWED AS COMPLEMENTARY, WITH EACH PROCESS/OUTCOME STRENGTHENED BY THE RELATED PERSONS.

QUESTION 9: WHICH TYPE OF PERSON PROVIDED THE MOST HELP TO YOU?
ANSWERS: INSTRUCTOR= 18; PEERS= 4; CLASSROOM TEACHERS= 4; ADMINISTRATORS= 2

QUESTION 10: WERE YOUR ATTITUDES REINFORCED TOWARD TEACHING, TOWARD THE SCHOOLS, OR TOWARD THE CHILDREN THROUGH THIS EXPERIENCE? STATE.
ANSWERS: ATTITUDES REINFORCED OR CHANGED FOR THE BETTER= 18
COMMENTS: YES. AT FIRST IT WAS ONLY THE LAST YEAR'S PAY THAT ATTRACTED ME. NOW, THOUGH I'VE NEVER HAD A STRONG SOCIAL CONSCIENCE, I WANT TO DO SOMETHING HERE. YOU COULD SAY I'M MORE INTERESTED THAN DEDICATED.
YES. THE OBSERVATIONS WERE TOTALLY HELPFUL. INNER CITY CHILDREN OF DIFFERENT ETHNIC GROUPS ARE ALL BASICALLY THE SAME.
MY ATTITUDES TOWARD CHILDREN WERE REINFORCED. I ENJOY BEING WITH THEM AND WORKING WITH THEM.
THROUGH EVERY CONTACT I HAD, WHETHER IT WAS IN CLASS OR IN THE SCHOOL, MY ATTITUDES WERE REINFORCED. I'M GOING TO ENJOY TEACHING IN THE INNER-CITY.
YES. MY ATTITUDES WERE REINFORCED TOWARD TEACHING AND THE CHILDREN; THE CHILDREN WEREN'T AS BAD AS I WAS TOLD PREVIOUSLY.

(CONTINUED ON PAGE 40)

I LIKED THE CHILDREN... MOST OF THEM SEEMED HAPPY, ENERGETIC AND INTERESTED.

YES. IT MADE ME EVEN MORE AWARE THAT THESE CHILDREN NEED A PERSON SINCERELY INTERESTED IN WANTING TO TEACH THEM.

COMING IN CONTACT WITH THE CHILDREN MADE THIS PROGRAM SEEM EVEN MORE IMPORTANT.

YES. I FOUND MYSELF MORE DETERMINED TO BECOME A SUCCESSFUL TEACHER.

I CAME TO SEE THE CHILDREN MORE AS INDIVIDUALS- EACH NEEDING SOMETHING DIFFERENT.

ALL OF THESE WERE REINFORCED.

YES. IT WAS PRESENTED AS A CHALLENGE AND SHOWED HOW MUCH ATTITUDE COUNTS.

YES, VERY MUCH SO. I HAVE BECOME MORE UNDERSTANDING AND FEEL MUCH MORE RESPONSIVE TOWARDS THE PROBLEMS OF THE INNER-CITY SCHOOLS.

YES... REINFORCED THROUGH SEEING TEACHING AND THEN MY PREFERENCE FOR THESE CHILDREN; SCHOOLS WERE "FULFILLING".

YES. I FEEL THIS EXPERIENCE HELPED ME SEE THAT MORE THAN OTHER CHILDREN, THESE NEED TO BE MOTIVATED.

MY ATTITUDES WERE DEFINITELY REINFORCED IN REGARDS TO WHAT I CAN ACCOMPLISH AS A TEACHER. I WAS ALSO REINFORCED IN MY ATTITUDE TOWARD THE SCHOOL'S POTENTIAL AND THE DEPRIVED STUDENTS' POTENTIALS.

MANY OF (MY) ATTITUDES WERE CHANGED FOR THE BETTER.

YES, INDEEDY!

QUESTION 11: WERE ANY OF YOUR ATTITUDES CHALLENGED IN THIS EXPERIENCE?
ANSWERS: YES= 12 NO= 6 NO RESPONSE:=1
COMMENTS:

THIS PROGRAM HAS DISSIPATED MANY PREJUDICES.

I FOUND THE SCHOOL PERSONNEL MUCH FRIENDLIER THAN I HAD IMAGINED.

YES- THAT ONE CAN NOT CHANGE THE WORLD ALONE; TO HELP ONE IS TO BE SUCCESSFUL.

YES. THERE WERE A LOT MORE BRIGHT PUPILS THAN I EXPECTED.

YES; MY ATTITUDE OF THE POORER SEGMENT OF OUR POPULATION.

YES. I ALWAYS FELT THAT THE QUIETER A CLASS WAS, THE BETTER IT WAS. I DON'T THINK SO ANY MORE.

YES. I THOUGHT THESE CHILDREN COULDN'T LEARN AND DIDN'T WANT TO LEARN. THEY WANT TO LEARN; YOU JUST HAVE TO PRESENT IN A WAY THAT THEY UNDERSTAND.

I REALIZE IT TAKES A LITTLE MORE EXPERIENCE THAN I PRESENTLY HAVE TO DO ALL THE THINGS I HOPE TO ACCOMPLISH.

TEACHING IS A MUCH MORE DIFFICULT AND INTENSE OCCUPATION THAN I ANTICIPATED. HOWEVER, THE REWARDS (NON-MATERIAL) ARE MORE THAN I HAD IMAGINED.

YES, BECAUSE I DIDN'T KNOW WHAT TO EXPECT ABOUT THE SCHOOLS.

YES. I OBSERVED SOME PROCEDURES THAT I WOULDN'T WANT TO FOLLOW.

YES. IT MADE ME CERTAIN I WANT TO TEACH IN THE INNER-CITY AND THAT I HAVE SOMETHING WORTHWHILE TO OFFER THESE CHILDREN.

NOT AT ALL. I'VE SET MY GOAL AND I INTEND TO REACH IT.

NOT SERIOUSLY... I DIDN'T HAVE ANY ATTITUDES ESTABLISHED REGARDING THE INNER-CITY. I'D NEVER HEARD THE TERM UNTIL I CAME HERE.

NO. I STILL HAVE THE SAME ATTITUDES AS I DID WHEN I ENTERED THE PROGRAM BUT THEY ARE FURTHER CONFIRMED IN A POSITIVE DIRECTION.

QUESTION 12: HAVE ANY OF YOUR IMPRESSIONS ABOUT THE SCHOOLS, TEACHING OR THE CHILDREN CHANGED? IF SO, IN WHAT WAYS?

ANSWERS: YES= 17 NO= 2

COMMENTS: I REALIZE NOW HOW MUCH THE SCHOOLS HAVE TO DO; HOW DIFFERENT THE TEACHING WILL BE FROM WHAT I EXPECTED.

YES. I AM MORE CERTAIN I WANT TO TEACH AND LESS AFRAID TO FACE THE CHILDREN AND REALLY TRY.

THE COMPLEXITY AND AMOUNT OF PERSONAL PROBLEMS OF KIDS MADE ME MORE AWARE OF THE JOB OF TEACHERS.

I AM NOT AS CONCERNED WITH THE PHYSICAL EDIFICE AS I WAS EARLIER. I SEE THE REAL IMPORTANCE IN THE LEARNING THAT OCCURS.

YES, ABOUT ALL THREE. TEACHING WAS "BROUGHT DOWN TO EARTH" AS I SAW WHAT IT ACTUALLY ACCOMPLISHED; THE SCHOOLS AS I SAW WHAT THEY DID WITH WHAT THEY HAD; AND THE CHILDREN WERE MORE THAN 'TRAINABLE' BUT SMART.

YES. I SEE THAT THESE CHILDREN AREN'T "LAZY" AS SOME PEOPLE THINK.

YES. THE GREAT INTEREST OF THE PRINCIPALS AND THE STAFF, IN MOST CASES.

THE CHILDREN HAVE MANY MORE DEFICIENCIES THAN I THOUGHT.

I DID NOT REALIZE THAT INNER-CITY CHILDREN WERE SO AFFECTIONATE AND OUT-GOING.

YES, BECAUSE I DIDN'T KNOW WHAT TO EXPECT ABOUT THESE SCHOOLS. IT'S GOING TO BE A REAL CHALLENGE TO TEACH IN THEM.

THE PROGRAM HAS "DRIVEN HOME" THE PROBLEMS THESE SCHOOLS AND CHILDREN FACE.

I THINK MY ATTITUDE TOWARD TEACHERS GENERALLY IMPROVED. THEY BECAME MORE HUMAN.

YES. MY CONCEPTS OF WHAT A TEACHER SHOULD DO AND SHOULDN'T DO ARE DEVELOPING A CONCRETE SHAPE NOW. I'M STILL AT THE PLASTIC STAGE SO I CAN'T REALLY DEFINE IT YET.

I WAS SURPRISED TO LEARN ABOUT SOME OF THE PROBLEMS THEY MUST COPE WITH AND I ADMIRE THE SCHOOLS, TEACHERS AND CHILDREN MORE THAN EVER.

I HAVE FOUND THE PERSONNEL, FOR THE MOST PART, TO BE VERY REALISTIC ABOUT CHILDREN AND SCHOOL PROBLEMS. THEY ARE ALSO A DEDICATED GROUP.

MY IMPRESSIONS OF THE SCHOOLS- POTENTIAL FOR SOCIAL GAINS WITHIN THE STRUCTURE. THE TEACHER CAN BE A GREAT INNOVATOR WHICH HAS INCREASED MY ALREADY GREAT DESIRE TO BE A TEACHER.

THE SCHOOLS REALLY CARE ABOUT THESE CHILDREN. THE MAJORITY OF TEACHERS ARE DOING THEIR BEST TO RAISE THEIR STUDENTS' ACADEMIC LEVELS.

QUESTION 13: WHAT SEEM TO BE SOME OF THE QUALITIES OF SUCCESSFUL TEACHERS IN THESE SCHOOLS?

ANSWERS: 58 DESCRIPTIVE WORDS OR PHRASES (RANK ORDERED)

CHARACTERISTICS MENTIONED

ENTHUSIASTIC = 2
LIKE THEIR WORK = 2
ENERGETIC-OPTOMISTIC = 2
FLEXIBLE-DIVERSIFIED = 2
INNOVATIVE = 1
USE NON-CONVENTIONAL METHODS = 1
KNOWLEDGEABLE = 1
WELL-MANNERED = 1
LIKED BY KIDS = 1
WILLING TO WORK LONG HOURS = 1

ATTITUDES TO/FOR PUPILS

COMMITMENT TO UNDERSTANDING AND TEACHING DISADVANTAGED CHILDREN = 8
SINCERELY INTERESTED IN CHILDREN = 5
LIKE THEIR STUDENTS = 5
HELPFUL,POLITE,TACTFUL = 5
WARM, KIND, FRIENDLY = 4
SENSE OF HUMOR = 2
TREAT PUPILS AS SPECIAL AND WORTHWHILE PERSONS = 2
BELIEF IN ABILITIES OF PUPILS = 2
RESPONSIVE TO NEEDS OF STUDENTS = 2
REASONABLE "CONTROL" = 1

SKILLS

USE POSITIVE REINFORCEMENT IN LEARNING = 2
STRUCTURED, YET INFORMAL, ENVIRONMENT = 2
SET A GOOD "BACKGROUND" BEFORE TEACHING A LESSON = 1
GOOD JUDGMENT IN CHOICE OF LEARNING ACTIVITIES = 1
ABILITY TO KEEP LESSONS "MOVING" = 1
ROOM REFLECTS PUPILS' WORK, NOT BARE WALLS = 1

QUESTION 14: HAS THIS EXPERIENCE HELPED YOU DECIDE WHICH OF THE SCHOOLS YOU WOULD WISH TO TEACH IN? YES? NO?

ANSWERS:

		YES	NO
STUDENT TEACHING: YES= 18; NO= 0 DROPPED FROM PROJECT= 1	=	100%	00%
SENIOR YEAR TEACHING: YES= 10; NO= 8	=	56%	44%
REGULAR ASSIGNMENT: YES= 5; NO = 10; ? = 3	=	28%	56%

QUESTION 15: WHAT IS THE MAIN PROBLEM YOU FEEL YOU WILL FACE IN STUDENT TEACHING?

ANSWERS: (IN ORDER OF FREQUENCY)

DISCIPLINE = 5 TEACHING ORGANIZATION= 3
COMMUNICATING WITH CHILDREN = 3 TEACHING TECHNIQUES/SKILLS= 2
MY OWN INADEQUACIES= 1 ESTABLISHING A BUSINESS-LIKE ATTITUDE= 1
LESSON PLANS= 1 ADJUSTMENT= 1 PLEASING THE SUPERVISING TEACHER= 1
NOT TO LOVE TOO DEEPLY EACH CHILD AND DESTROY MY EFFECTIVENESS WITH PITY=1

QUESTION 16: WHAT IS THE MAIN PROBLEM YOU FEEL YOU WILL FACE IN SENIOR TEACHING?

ANSWERS: (IN ORDER OF FREQUENCY)

DISCIPLINE= 4 TRYING TO ACCOMPLISH TOO MUCH =4
PUTTING ALL MY IDEAS TO WORK= 2 ESTABLISHING ROUTINE= 1
KNOWLEDGE OF MATERIALS= 1 LACK OF EXPERIENCE= 1
NOT FALLING INTO A RUT= 1 CREATING STRONG COMMUNICATION= 1
DO NOT KNOW AT THIS TIME= 4

QUESTION 17: DO YOU FEEL A TEACHER'S ATTITUDES TOWARD THE CHILDREN DETERMINE HIS EFFECTIVENESS WITH CHILDREN? IF SO, WHAT ATTITUDES OR QUALITIES DO YOU FEEL ARE DESIRABLE?

ANSWERS: YES= 18

COMMENTS: (ORDER OF FREQUENCY)
POSITIVE ATTITUDE/ CARING/ HELPING PUPILS LEARN = 16
RESPECT FOR INDIVIDUAL PUPIL AS A HUMAN BEING = 10
SUCCESS ORIENTED EXPERIENCES = 7
PATIENCE/ FORTITUDE = 2
DISCIPLINE = 1

QUESTION 18: WHAT DO YOU FEEL YOU NEED ADDITIONAL HELP IN?

ANSWERS: 29 RESPONSES (ORDER OF FREQUENCY)
TEACHING TECHNIQUES/ METHODS = 12
DISCIPLINE = 6
LESSON PLANNING = 6
EXPERIENCE IN CLASSROOM; MORE PARTICIPATION = 1
CREATIVE ARTS = 1
CODING AND UNDERSTANDING BEHAVIOR = 1
WILL BE ABLE TO ANSWER DURING TEACHING = 1

SEVERAL STUDENTS INDICATED ADDITIONAL COMMENTS WERE RECORDED ON THE OPPOSITE SIDE OF THE EVALUATION SHEETS. THESE HAVE BEEN INCLUDED AS REACTIONS TO THE PROGRAM EXPERIENCES.

> I MUST ADMIT THAT WHEN I ENTERED THIS PROGRAM I WAS AWARE OF THE FACT THAT THERE WERE DIFFERENCES BETWEEN THESE STUDENTS AND OTHER CHILDREN FROM DIFFERENT RESIDENTIAL AREAS. HOWEVER, THE PICTURE I CREATED FOR MYSELF WAS TOTALLY UNREALISTIC. THE PROBLEMS FACED BY THESE SCHOOLS AND THEIR STAFFS CAME AS A MAJOR SHOCK! IF I WOULD HAVE BEEN PLACED IN ONE OF THESE SCHOOLS WITHOUT THE TRAINING I AM NOW RECEIVING, I DON'T THINK I WOULD LAST MORE THAN TWO WEEKS... THE PROBLEM OF BRIDGING THE CULTURAL GAP IS A HUGE ONE. IT CAN BE CONQUERED BY SOMEONE WHO KNOWS THE REAL, NOT THE IMAGINED WORLD, OF THE INNER-CITY CHILD; SOMEONE WHO IS TRAINED SPECIFICALLY FOR THIS PARTICULAR AREA.
>
> AT THE BEGINNING OF THE QUARTER I HAD A ONE-SIDED LOOK AT THE DISADVANTAGED CHILD. IT NEVER OCCURRED TO ME TO THINK OF THIS CHILD WITH RESPECT TO HIS ASSETS RATHER THAN HIS SHORTCOMINGS.
>
> I USED TO THINK THAT EACH TEACHER WAS BORN, NOT MADE. BUT NOW I CAN SEE I AM WRONG. A TEACHER MUST BE PREPARED FOR WORKING WITH CHILDREN, ESPECIALLY CHILDREN OF THIS LIMITED BACKGROUND.
>
> SINCE YOU DON'T KNOW WHO I AM FROM MY PRINTING, I THINK THAT THIS COURSE HAS GIVEN REAL PRACTICAL KNOWLEDGES FOR THE BENEFIT OF THE STUDENTS AND TO THE EVENTUAL TEACHING PRACTICES TO BE USED BY THEM. THE INTEREST AND HELP SHOWN ME HAS MADE A LASTING IMPRESSION. THE COMMUNICATION POSSIBLE BETWEEN STUDENT AND INSTRUCTOR WAS A TREMENDOUS ADVANTAGE AND A TRULY HELPFUL EXPERIENCE. JUST BEING ABLE

> TO GO AND SEE YOUR ADVISER AT JUST ABOUT ANY TIME WAS GREAT. PART OF THE GOOD COMMUNICATION WAS THE FACT THAT THE SPECIFIC INSTRUCTOR WAS ALSO THE ADVISER- AWARE OF OUR PROBLEMS AND... CAPABLE OF UNDERSTANDING THEM SINCE THE INSTRUCTOR PLAYED BOTH ROLES.
>
> ONE OF THE QUOTES FROM THE READINGS SAID, "THE INNER CITY CHILD ISN'T TAKEN IN SO READILY BY A PERSON WHO HAS ALL THE RIGHT CREDENTIALS, BUT ISN'T A GENUINELY DESERVING PERSON. YOU'VE GOT TO PROVE YOURSELF..." ONE OF MY PREVIOUS INSTRUCTORS HAD ALL THE CREDENTIALS INCLUDING HIS DOCTORATE. THE CORE OF THE PROBLEM WAS HIS ATTITUDE TOWARD HIS CLASS. WE WERE MERE PLEBIANS COMPARED TO HIS VAST STOREHOUSE OF KNOWLEDGE AND HE REFUSED TO LET US FORGET IT. AS THE QUARTER PROGRESSED, I FELT I WAS EXPENDING ALL MY ENERGIES TO NO AVAIL. A GOOD EXAMPLE IS THE STATEMENT HE MADE AFTER EVERY TEST GIVEN: 'I DON'T LOSE ANY SLEEP OVER THE PEOPLE I FLUNK.' HIS JOB WAS TO EDUCATE, NOT TO SHOW HOW EDUCATED HE WAS. I DROPPED THE COURSE BY THE 7TH WEEK (AND INCIDENTALLY CHANGED MY MAJOR BECAUSE OF THIS). IN THIS RESPECT, I NOW UNDERSTAND THESE CHILDREN'S BELIEF THAT ONE MUST PROVE HIMSELF DESERVING. WHY SHOULD THEY EXPEND ALL THEIR ENERGIES ONLY TO BE DISAPPOINTED AND LOOKED DOWN ON?

AT THE CONCLUSION OF THE FIRST QUARTER, 18 STUDENTS REMAINED IN THE ORIGINAL WEXPO-9 GROUP. ONE MALE STUDENT, SUBSTITUTING IN THE PAROCHIAL SCHOOLS OF DETROIT, DROPPED FROM THE PROJECT DUE TO BOTH FINANCIAL REASONS AND A PRIOR COMMITMENT TO THE PAROCHIAL SCHOOL TO TEACH MORNINGS. IT WAS THUS IMPOSSIBLE FOR HIM, UNDER THESE ARRANGEMENTS, TO CONTINUE IN THE PROJECT DURING THE WINTER AND SPRING QUARTERS WITH ALL-DAY REQUIREMENTS OF STUDENT TEACHING AND METHODS COURSE WORK.

SOME STUDENTS INDICATED TOO WIDE A CHOICE IN READINGS; OTHERS REACTED POSITIVELY STATING THE MORE THEY READ, THE MORE THEY WANTED TO READ. IN AN EFFORT TO COMPILE A BIBLIOGRAPHY FOR STUDENTS INTERESTED IN INNER-CITY EDUCATION, A COUNT ON THE NUMBER OF STUDENTS REPORTING ON PARTICULAR BOOKS WAS MADE AND IS INCLUDED IN THE BIBLIOGRAPHICAL SECTION. THE TWELVE" ORDERED" BOOKS ARE RANKED, BY STUDENT USAGE, AND MAY BE A MEASURE FOR DISCRIMINATION IN READING FOR FUTURE GROUPS, AS SHOWN ON PAGES 56-58 OF THIS REPORT.

APPENDIX A

SUMMARY OF POINTS OF VIEW IN LEARNING

By Stephen M. Corey, Teachers College, Columbia University

A. Learning defined:

1. Learning invariably involves some change in behavior

   This is the most significant aspect of the definition of learning. We know very little about what goes on in the nervous system when learning takes place; we do know that learning is evidenced by changes in behavior. Teaching is much more likely to be significant and meaningful if teachers base their judgments about pupil learning on actual changes in behavior.

2. Learning involves some change in behavior that persists.

   We cannot assume, on the basis of a single performance, that learning has taken place. We must remember, however, that the concept of learning as changes in behavior that persist is a relative one. Some learnings persist for a long time, others for a very short time. Whatever is learned must be used if learning is to persist for very long.

3. Learning involves some change in behavior that persists and that is not due alone to maturation.

   This definition excludes those changes that result primarily from physiological maturation. Those changes that are due primarily to experiences the child has had are the chief concern of the student of learning.

B. Five important principles of learning:

1. For most effective learning a pupil must see a clear and reasonable relationship between his goals and what he is asked to do in school.

   This is the most important single principle of learning as far as school practice is concerned. In the degree that school learning is closely related in the mind of the learner to the things that are important to him, school learning will persist and concomitant learnings will be favorable. While there are all sorts of ways to get children to learn, and learning can and does take place when this reasonable relationship is not apparent to the child, the most effective learning accompanies the observing of this principle. Children who are required to do and to learn things that do not seem significant for their purposes may develop an unfavorable attitude toward school, toward the teacher, and toward learning in general.

2. For most effective learning, individualization is often necessary.

   While we sometimes overemphasize differences and neglect the things which children have in common, still a teacher is more likely to err by treating children as if they were the same than by treating them as if there were differences among them. The range of ability, the variation in kinds of abilities, the differences in motives to be found in any group of children give point to this principle.

3. Skills, habits, and understandings should be learned under circumstances like those that will attend their use.

   For example, a knowledge of spelling will be put to use by spelling words in context, but for years children were taught to spell words in columns. A number of research studies show that a child who can spell a given column of words correctly may not spell those same words correctly in context.

   The nature of the school organization is such that we cannot attain an ideal situation, but we should try constantly to maintain reasonably life-like learning situations.

4. Concept building must be based upon a rich foundation of first-hand perceptual experiences.

   The greater the separation between what children have actually experienced at first hand and the concepts we are trying to get across, the less accurate the concept or understanding will be. We tend frequently to erect complex conceptual substructures on surprisingly inadequate perceptual foundations. Some teachers maintain that young children are not sufficiently mature to be exposed to the sort of emotional experiences that accompany the first-hand perceptual experiences necessary for building accurate concepts of war, extreme poverty, and the like. But it may be contended that when children are sufficiently mature to express interest in such concepts they are sufficiently mature to get correct concepts. The occasional exceptions that would have to be made do not invalidate the generalizations.

5. Learnings, to be retained, must be used.

   There is nothing quite so effective as "use" for making school learning, or any other learning for that matter, endure. Children are most apt to use those learnings they see sense in--those that are related to their own needs and interests.

C. Evidence, in a classroom situation, that important learning principles are being observed. (Expressed in relation to each principle that was listed.)

   1. For most effective learning a pupil must see a clear and reasonable relationship between his goals and what he is asked to do in school.

      a. A class where the teacher has arranged for the children to spend at least some of their time working on protracted and meaningful project activities in which they are interested and which require, for their successful completion, some of the academic subject matter skills, gives evidence that the teacher believes it important for children to see a clear and reasonable relationship between their goals and the school curriculum.

      b. Frequency of pupil questions.

      c. Time spent by the teacher in studying pupils.

An administrator is evading his responsibilities when he has his teachers organized into committees to take over administrative responsibilities. Teachers should spend whatever time they can spare outside the classroom studying their children and exercising ingenuity to find out what sorts of experiences will make these children mature. If teacher committees are focused on these problems, one is likely to conclude that the first principle of learning is being observed.

2. For most effective learning, individualization is often necessary.

    a. A substantial amount of time spent by the children in supervised study as opposed to total class recitations. This allows opportunity for children to work individually.

    b. Flexibility of promotion and adjustment programs.

    There are administrative difficulties involved here, but to the degree that teachers and the administrative staff are conscious of the problems of promotion and adjustment and try to meet them, they give evidence of their understanding of the need for individualization.

    c. Frequent evaluation of pupil growth and development.

3. Skills, habits, and understandings should be learned under circumstances like those that will attend their use.

    a. The use of project activities that are more like real life situations than is the formal school program of a half hour for history, another half hour for spelling, and so on. We must recognize the importance of a schedule and of concentrating at times on particular subjects, but the project activity involves a more life-like situation wherein habits, skills, and understandings are learned as a means to an end rather than as ends.

    b. Using the community as a source of learning experiences. Not making a fetish of getting out of the classroom and into the community, but providing experiences for which the children are adequately prepared.

4. Concept buildings must be based upon a rich foundation of first-hand perceptual experiences.

    a. Use of concrete tangible objects, especially in the lower grades.

    b. Taking trips which have been carefully planned and for which the children are well prepared.

    c. Extensive use of visual aid--pictures, maps, globes, motion pictures, etc.

5. Learnings, to be retained, must be used.

    a. Frequent and systematic reviews in class. An attempt to bring generalizations together and to use generalizations in the solution of new or different problems.

b. Concentrating on a few things and doing them well rather than trying to teach too much. Teachers who are concerned with minutiae have not yet been impressed with the principle that learning, to persist, must be used.

Conclusions:

A. Learning is most likely to occur when the child has a definite purpose to accomplish, with reasonable assurance of his ability to accomplish it, with opportunity for recognition in its accomplishment, and with knowledge of progress toward that goal.

B. Learning is most likely to occur when the problem chosen is suited to the learner in terms of relative difficulty, of meaning, and of organization.

C. The learning process is facilitated by intensifying or highlighting the outline of the situation, by stressing initiative and active participation of the learner at every step, by helping the child to see relationships between what he is doing and what is done outside the school, by delaying confusing concepts to the point where one concept has been fixed, and by providing for a normal recurrence of situations in which the learning is useful.

D. Learning is most likely to occur when a conclusion satisfying the purpose of the learner is reached before that motivation is exhausted.

Other agreements are:

A. As to the nature of the learning process:

1. Learning is a growth process, not merely the acquisition of knowledge.

2. The learning situation and the proposed activities should not be too novel to the learner. Both should permit him to build on previous learnings.

3. The learning activity should be chosen in terms of the individual and group needs of the learners.

4. Activities should be appropriate to the learning desired. If social participation is the desired outcome, reading and listening alone would scarcely be appropriate activities; situations which would permit participation would rather be indicated.

5. Learning is better acquired by doing than by reading or listening alone.

6. Since individual differences are normal and to be expected, the learning situations provided should furnish different sorts of activities for differing individuals and should permit differing qualities and quantities of achievement.

7. The learning situation should capitalize on both the actual and potential interests of the learners.

2

8. The learning situation should provide opportunity for each adolescent to identify himself with the larger social group. Adolescents are eager to realize their ideals in terms of social values and become introverts or selfish only when frustrated in social action.

9. Learning to be persistent or significant should result in appropriate action.

10. The rhythm of learning should permit a mixture of doing and talking which will permit the learner to fit his new learning into a meaningful pattern with that which he has previously learned.

11. Learning should lead to the creative achievement of generalizations. This means that the learner should have opportunities to assimilate, evaluate and reorganize his learnings, discovering for himself generalizations that will be functional to his growth.

B. As corollaries to these, some factors in retention are pertinent. Retention varies in direct ratio to:

   1. Recognition by the learner of the significance or importance of the thing to be learned.

   2. Frequency of use in different, realistic situations.

   3. The assurance of continuous or frequent usefulness.

   4. The emotional intensity of the original learning situation.

   5. The reality (non-articiality) of the original learning situation.

C. Finally, these factors in the selection of learning activities ought to be considered:

   1. No person can learn everything; hence selection by curriculum makers is inevitable.

   2. The choice of learning activities should take into consideration the learner's level of understanding.

   3. Instead of hoping for an indiscriminate, generalized transfer of training to attain desired objectives, direct training in the objectives sought should be used whenever possible.

   4. There are various theories underlying curriculum construction from which a choice has to be made. The curriculum can be based on (a) interests of the learner; (b) individual present student needs; or (c) adult social needs; or (d) formal discipline, or any combinations of these. The most feasible welfare through a focus on individual needs.

   5. When the curriculum seeks to teach that which an educated adult needs to know, it assumes correct prediction by the teacher, adequate motivation and adequate retention by the student. These assumptions are questionable.

Sound Teaching Principles for Teaching Disadvantaged Children
from
"Teaching and the Teacher", Education for the Disadvantaged, ed. Harry L. Miller, The Free Press, New York: 1967, pp. 182-214.

(Propositions characterizing approaches toward good learning for all children!)

1. Each pupil's status in each learning area has to be ascertained. Teaching must begin where the pupil is, regardless of grade level- age differential and materials must be appropriate to present level. No assumptions can be made about the child's prior knowledge obtained from home or neighborhood experiences.

2. Each pupil merits respect as a person, appreciation of any of his efforts and an understanding of his problems. No word, look or gesture must convey that pupil's lack or inability to perform is disturbing or shocking. He needs to learn what he does not know- he does not need to be damned!

3. No assumptions should be made that a child has grasped what has been taught until he is able to demonstrate by his behavior that he comprehends in a variety of contexts.

4. The situation needs to have a high degree of strucure and consistency so the child knows what is expected of him- and what is to happen- at all times and thus is not confused nor tempted to test the limits through inappropriate behavior.

5. The learning situation should provide a maximum of positive reinforcement and a minimum of negative reinforcement. The learner should be confronted with as few tasks as possible which have a high probability that he will make an error.

6. The classroom and after-school situations should provide as much one-to-one learning contact as possible.

7. Materials should be related to the world of the learner but not limited to his immediate environment. Stories about cowboys and rockets may be more motivating than the local firehouse or sanitation truck!

8. Although the school must start where the learner in, its responsibility is to enable him to move as far as he can go- which is often much further than he thinks he can!

APPENDIX B

The College of Education at Wayne State University is becoming more and more concerned with the preparation of teachers for inner-city schools. Your frank response to these items will be of great help in evaluating the present WEXPO-9 program and in the planning of future programs. Your answers will be completely confidential- under a code number- and will be filed until the completion of the program (June, 1968). It is part of an on-going evaluation to improve the experiences for students at a practical level.

Code number______ Age: 18-22:_____; 23-27:_____; 28-32:_____; 33-37:_____; 38+_____
Ed. 3015 three-day participation assignment: Name of School________________
Subject and/or Grade:____________ Supervising Teacher____________ Volunteer hrs____

---

1. Was attending the Ed. 3015 meetings at the schools a hardship in any way?__________

2. What experiences in the schools coincided with your expectations?__________

3. What experiences or knowledges in the schools were unexpected?__________

CHECK 4. How useful were the following activities for you?

	not very useful	slightly useful	useful	very useful
a. Large group meeting in August to explain WEXPO-9				
b. Personal interviews with advisers to WEXPO-9				
c. Letters and communications (maps,calendar,etc.)				
d. Introduction to Ed. Psych.instructor				
e. Orientation to school visits and procedures				
f. Films and/or tapes				
g. Opportunity to meet principals and assistants				
h. Talks and tours conducted by administrators				
i. Formal and informal talks with teachers				
j. Initial visit to classrooms in all schools				
k. Talks about inner-city youth and school programs				
l. Knowledge of school services and problems				
m. Group discussions				
n. Readings assigned for class				
o. Access to advisers for individual conferences				
p. Three-day paraprofessional participation in classroom				
q. Guided observational (areas) instruments used				

5. Which of these (or other) experiences in the school was the most useful? WHY?__________

6. Which of the experiences were the least useful? WHY?__________

7. What could have been more useful if conducted differently for the group? WHY?__________

---

[1] Adapted from "Evaluation of a Workshop for Teachers Newly Assigned to Inner City Schools", Sylvia M. Obradovic, Detroit Public Schools and the Delinquency Control Training Center Wayne State University, 1964.

Code Number____________

Ed. 3015 WEXPO-9 EVALUATION
page 2

8. Indicate how much help you derived from Ed. 3015 experience from the instructor:mark with an "I" and from school personnel:mark with a "P"

	most helpful	average help	slightly helpful	not helpful
a. Provided information during group discussions				
b. Dealt with practical problems				
c. Provided opportunity to freely ask questions				
d. Answered questions about				
particular school and community				
pupils and parents				
programs, curriculum and/or services				
procedures, rules, policies				
professionalism				
e. Provided help related to anxieties or problems				
f. Reinforced or developed positive attitudes				
g. Challenged negative attitudes				

9. In general, which type of person provided the most help to you?
CHECK Adviser/Instructor__________ ; Administrator__________ ; Supervising Teacher__________ ;
Other Classroom Teachers__________ ; Peers__________ ; Other)specify):__________

10. Were your attitudes reinforced toward teaching, the schools or the children through this experience? (state)__________

11. Were any of your attitudes challenged in this experience?__________

12. Have any of your impressions about the schools, teaching or the children changed? If so, in what ways?__________

13. What seem to be some of the qualities of successful teachers in these schools?__________

14. Has this experience helped you decide which of the schools you would wish to teach in?YES?N
Student teaching__________ Senior year teaching__________ Regular assignment__________

15. What is the main problem you feel you will face in student teaching?__________

16. What is the main problem you feel you will face in senior teaching?__________

17. Do you feel a teacher's attitudes toward the children determine his effectiveness with children? __________ If so, what attitudes or qualities do you feel are desirable?

____

18. What do you feel you need additional help in?__________

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WEXPO-9

PHASE II

AN EXPERIMENTAL APPROACH TO THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS FOR INNER-CITY SCHOOLS

CONDUCTED BY THE PERSONNEL OF THE REGION 9 TEACHING CENTER
OF THE
DETROIT PUBLIC SCHOOLS AND THE ELEMENTARY EDUCATION DEPARTMENT
OF THE
COLLEGE OF EDUCATION- WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN

1968

REPORT DESIGNED AND EXECUTED BY DR. VIRGINIA B. MORRISON, ASSOCIATE PROFESSOR
MR. WILLIAM J. RAY, INSTRUCTOR

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CHAPTER I

DESCRIPTION OF ENGLISH EDUCATION 3537 ACTIVITIES

PREFATORY NOTE

AT THE BEGINNING OF THE WINTER QUARTER, OR THE SECOND PHASE OF THE WEXPO-9 PROJECT, THE REMAINING 18 STUDENTS WERE AGAIN ENROLLED IN 'CLOSED' SECTIONS OF ENGLISH EDUCATION 3537 (METHODS AND MATERIALS OF TEACHING LANGUAGE ARTS), SOCIAL STUDIES EDUCATION 4576, AND STUDENT TEACHING I (ELEMENTARY EDUCATION 3312). TEACHING ASSIGNMENTS IN THE SIX REGION 9 SCHOOLS OCCURRED MORNINGS WITH MONDAYS, WEDNESDAYS AND THURSDAYS SCHEDULED FOR AFTERNOON COURSE WORK. IT WILL BE REMEMBERED THAT THESE STUDENTS' PREFERENCES, IN ALL BUT TWO CASES, FOR SCHOOL, GRADE, AND SUPERVISING TEACHER (WHEN EXPRESSED) HAD BEEN HONORED FOR THIS FIRST CONTACT.

ENGLISH EDUCATION 3537

BECAUSE THESE STUDENTS WOULD BEGIN THEIR STUDENT TEACHING IN CONJUNCTION WITH 'METHODS' COURSES AS AN INTEGRATED PORTION OF THE EXPERIENCE, RATHER THAN AS REQUIREMENTS PRECEDING THE STUDENT TEACHING, THE INSTRUCTOR-SUPERVISORS ATTEMPTED TO ANTICIPATE EVOLVING STUDENT NEEDS IN METHODOLOGY AND TEACHING ASSIGNMENTS. COORDINATION BY BOTH INSTRUCTORS FOR COURSE WORK WAS PLANNED WITH THE ASSISTANCE OF SUGGESTIONS FROM SUPERVISING TEACHERS DURING THE FIRST WEEK THROUGH PERSONAL CONFERENCES WITH EACH TEACHER.

STUDENT TEACHING SEMINARS, GENERALLY A SEPARATE EXPERIENCE FOR REGULAR DEPARTMENTAL STUDENTS, WERE DEALT WITH AS A 'TEAMED' METHODS-CLASS APPROACH BY BOTH INSTRUCTORS. AREAS OF INFORMATION PRESENTED INCLUDED PROCEDURES FOR INITIAL SCHOOL OFFICE AND SUPERVISING TEACHER CONTACTS IN THEIR ASSIGNED SCHOOLS; DRESS AND APPEARANCE; POLICIES FOR ABSENCES, DISCIPLINE, AND CONFERENCE ARRANGEMENTS WITH SUPERVISING TEACHERS; RESPONSIBILITIES AS A PRE-SERVICE TEACHER AND TYPES OF EVALUATIONS TO BE USED. THE WAYNE STATE COLLEGE OF EDUCATION EVALUATION FORM WAS PRESENTED WITH INSTRUCTIONS FOR EACH STUDENT TO PRESENT THIS FORM TO HIS SUPERVISING TEACHER WITH THE REQUESTED AUTOBIOGRAPHY.

JAN. 2-4: THE FIRST WEEK OF LANGUAGE ARTS CLASSES REVIEWED LESSON PLANNING, WITH STUDENTS FURNISHED THREE OUTLINE TYPES OF PLAN FORM TO USE SHOULD THE SUPERVISING TEACHER NOT DESIRE TO USE HIS OWN PARTICULAR FORM, SHOWN IN APPENDIX A-2.

JAN. 8-12: IN COORDINATION WITH THE MAJORITY OF SUPERVISING TEACHERS' PLANS TO ASSIGN THESE BEGINNING STUDENTS THE CONDUCT OF SPELLING AND HANDWRITING LESSONS, A "GRADED LIST OF SPELLING SKILLS", CULLED FROM A GUIDE TO INSTRUCTION IN THE LANGUAGE ARTS- DETROIT PUBLIC SCHOOLS CURRICULUM GUIDE, (APPENDIX B-1) WAS GIVEN EACH STUDENT. SKILLS AND TERMINOLOGY WERE DEFINED OR ILLUSTRATED WITH OBJECTIVES OF SAMPLE LESSONS DEFINED. HANDWRITTEN AND PRINTED FORMS OF LETTERS WERE DEMONSTRATED WITH STUDENTS PRACTICING THESE FORMS ON PAPER AND THE BLACKBOARD.

JAN. 15-18: PRINCIPLES OF STRUCTURAL ANALYSIS AND LINGUISTIC PATTERNS IN REGARD TO SPELLING WERE DEMONSTRATED; SPECIFIC WORK ON CORRECT USAGE OF POSSESSIVES, CONTRACTIONS, HYPHENS AND COMPOUND WORDS WAS ILLUSTRATED.

DURING THE LATTER PARTS OF EACH OF THESE WEEKS, OVERHEAD PROJECTIONS OF SPELLING AND LANGUAGE ACTIVITIES FOR PUPILS WERE SHOWN FOR STUDENT USE FROM TRANSPARENCIES PREPARED BY THE INSTRUCTOR. STUDENTS WERE ASSIGNED A TERM PROJECT OF COLLECTING THEIR OWN "TEACHING FILE" OF USEFUL IDEAS AND PUPIL ACTIVITIES FOR THE INTEGRATION OF LANGUAGE SKILLS.

JAN. 22-25: STUDENTS WERE PROVIDED VARIOUS LEVELS OF BASAL READERS FROM THE COLLEGE LANGUAGE ARTS LABORATORY. THE CLASS PERIOD WAS DEVOTED TO INVESTIGATING VARYING WAYS OF PRESENTING THE SEQUENTIAL PARTS OF A DEVELOPMENTAL READING LESSON (OUTLINE, P. 19A) FOR PRIMARY, MIDDLE AND LATER ELEMENTARY GRADES. AN EVALUATION OF PROCEDURES, SUBSTANTIVE CONTENT, TYPES OF THINKING REQUIRED OF PUPILS, AND WAYS OF EVALUATING COMPREHENSION SKILLS PRESENTED IN THESE BASAL READERS FORMED THE BASIS FOR CLASS DISCUSSION AND DEMONSTRATION.

ON JANUARY 25 INSTRUCTOR AND STUDENTS TOURED THE FACILITIES OF THE DETROIT PUBLIC SCHOOLS CURRICULUM MATERIALS CENTER, AVAILABLE TO STUDENT TEACHERS OF DETROIT SCHOOL PUPILS. A PARTICULAR BENEFIT FROM THE RELATIONSHIP WITH THE CONTINUING EDUCATION OFFICE WAS REALIZED IN THE PROVISION FOR EACH STUDENT, BY MRS. KIRKWOOD, OF A COPY OF THE AFOREMENTIONED GUIDE TO INSTRUCTION IN THE LANGUAGE ARTS ON LOAN FOR THE DURATION OF THE PROJECT. IT HAS BEEN A FEATURE OF THIS PROJECT TO CLOSELY COORDINATE CURRICULAR EMPHASES WITH THAT OF THE DETROIT SCHOOLS. THE EXCELLENT COOPERATION OF THE LANGUAGE ARTS, SOCIAL STUDIES AND CONTINUING EDUCATION DEPARTMENTS, IN FURNISHING INSTRUCTORS AND STUDENTS WITH MATERIALS, HAS MADE THIS PROCEDURE POSSIBLE.

JAN. 29- FEB. 15: THE NEXT THREE WEEKS OF CLASSES WERE CONCERNED WITH SIMULATED PRACTICE IN BASIC VIGNETTES OF TEACHING IN THE LANGUAGE ARTS. TEAMS OF 3-4 STUDENTS PER CLASS PERIOD WERE ASSIGNED TO PREPARE SPECIFIC SECTIONS OF A LESSON IN DEVELOPMENTAL READING OR LANGUAGE ARTS EMPLOYED IN THEIR OWN CLASSROOMS. SHORT PRESENTATIONS BEFORE THEIR PEERS, AND RECORDED ON SONY TAPE FOR PERSONAL PLAYBACK VIEWING, WERE GIVEN IN THESE AREAS:

1. INTRODUCTION, BUILDING READINESS, MOTIVATION
2. PRESENTING THE VOCABULARY OF THE STORY, LESSON OR SUBJECT
3. GUIDING THE SILENT READING
4. AN ORAL READING LESSON AND ASSIGNMENT FOR THE CONSOLIDATION OF SKILLS APPROPRIATE TO THE LESSON
5. TEACHING A WORD ANALYSIS SKILL- READING OR SUBJECT AREA
6. CONDUCTING DIRECTIONS FOR A PUPIL ACTIVITY:
   LISTENING, SPEAKING, NUMBERS, COLORS, GAME OR RULES

WITH THE INSTRUCTOR ALSO THE STUDENTS' ADVISER, PARTICULARLY SUCCESSFUL LESSONS OBSERVED DURING THAT WEEK COULD BE REPEATED BY THE STUDENTS FOR THE PEER GROUP SINCE SUCH LESSONS WERE ACTUAL EXPERIENCES WITH PUPILS.

STUDENT REACTIONS INCLUDED COMMENTS THAT SUCH PRACTICE WAS HELPFUL IN GAINING IDEAS OF WAYS TO PRESENT LESSONS; GAVE KNOWLEDGE OF PRESENTATIONS APPROPRIATE FOR YOUNGER OR OLDER PUPILS; WAS HELPFUL IN OVERCOMING NERVOUSNESS AND IN OVERCOMING BEING 'TOO ABSTRACT' FOR PUPILS. SOME STUDENTS FELT THE SITUATIONS WERE NOT AS SPONTANEOUS AS FACING 'LIVE' CHILDREN BUT WAS GENERALLY LESS THREATENING TO BEGINNERS. PEER COMMENTS WERE SUPPORTIVE AND RELEVANT TO THE METHODOLOGY PRESENTED IN CLASS. CARRY-OVER OF SPECIFIC METHODS STRESSED WAS OFTEN OBSERVED IN CLASSROOM LESSONS; I.E., NOT PRESENTING VOCABULARY IN ISOLATION AS WAS OFTEN THE CASE IN BEGINNING TEACHING;MORE FREQUENT USE OF PICTURE CLUES AS REINFORCEMENT TO READING MEANING; AND BUILDING READINESS AND 'MENTAL' SET RATHER THAN MERE ROTE ASSIGNMENTS.

FEB. 19: MID-TERM EXAMINATION THROUGH CHS. I-VIII IN TEXT: ARTHUR HEILMAN, PRINCIPLES AND PRACTICES IN TEACHING READING, 2ND ED., 1967.

FEB. 22, FEB. 26-29: PRELIMINARY QUESTIONING REVEALED A LACK OF KNOWLEDGE BY THE STUDENTS OF PHONIC PRINCIPLES OF LANGUAGE. WITH THE DETAILED MATERIAL FROM THE TEXT, AS WELL AS PHONICS IN PROPER PERSEPECTIVE (A PAPERBACK BY THE SAME AUTHOR), TWO CLASS SESSIONS WERE DEVOTED TO THIS AREA WITH SUPPLEMENTAL EXAMPLES OF SPECIFIC 'RULE' GENERALIZATIONS AND EXCEPTIONS. A CHRONOLOGY OF READING METHODS EMPLOYED IN PUBLIC EDUCATION SINCE 1700 WAS GIVEN STUDENTS. NEWER EXAMPLES OF UNIFON AND /I/T/A/ SYSTEMS CONTAINED IN CHILDREN'S BOOKS WERE EXAMINED IN CLASS FROM THESE SOURCES.

ARISING FROM A DISCUSSION OF WAYS TO ELICIT PUPILS' RESPONSES IN THE DEVELOPMENT OF COGNITION, A MODEL FOR PRODUCTIVE-DIVERGENT THINKING (APPENDIX B-2) WAS USED FOR ILLUSTRATION OF METHODOLOGY. THIS EMPHASIS ON THE VARIOUS TYPES OF QUESTIONING (CONVERGENT, ELABORATIVE, DIVERGENT) WAS CONSISTENTLY PRESENTED IN ALL COURSES TO EXPAND TEACHING TECHNIQUES BEYOND THE 'RECALL' LEVEL OF PUPIL RESPONSE AND WILL BE ONE OF THE MEASURES OF THE WEXPO-9 GROUP DURING THEIR FINAL STUDENT TEACHING CONTACT.

WITH THE STUDENTS ENGAGED IN A FULL SCHEDULE OF COURSE WORK AND MORNING STUDENT TEACHING IN THEIR JUNIOR YEAR, RELEASED TIME WAS PROVIDED IN EACH OF THESE METHODS CLASSES (ENGLISH EDUCATION 3537 AND SOCIAL STUDIES EDUCATION 4576) FOR LIBRARY AND LANGUAGE LABORATORY WORK DURING THIS WEEK. THEIR INVOLVEMENT INCLUDED PREPARATION OF A TEACHING UNIT IN SOCIAL STUDIES FOR THEIR PARTICULAR CLASSROOMS (WITH ARRANGEMENTS WITH THEIR SUPERVISING TEACHERS), PREPARATION OF MATERIALS TO ENHANCE THEIR READING LESSONS, AND THE PREPARATION OF THE 'TEACHING FILE'.

MARCH 4-8: UPPER GRADE SKILLS IN LANGUAGE ARTS, DISCUSSED THROUGHOUT THE PREVIOUS COURSE WORK, WERE DEALT WITH EXCLUSIVELY THIS FINAL WEEK. ILLUSTRATIONS OF 'TEACHING TIPS' AND PUPIL ACTIVITIES IN READING, SPEAKING, LISTENING, DICTIONARY WORK, LOCATION SKILLS, WRITTEN EXPRESSION AND CREATIVE WRITING WERE PRESENTED ON TRANSPARENCIES FOR GROUP WORK AND INCLUSION IN THEIR TEACHING FILES AS SELECTED BY THE INDIVIDUAL STUDENTS. TECHNIQUES FOR 'GROUPING' STUDENTS WERE PRESENTED AS WERE LANGUAGE SKILLS FOR 'REMEDIAL' AND LANGUAGE DIVERSE PUPILS.

ENLGISH EDUCATION EVALUATIONS

THE FIRST OF THESE EVALUATIONS WERE SOUGHT FROM THE STUDENTS AS THEIR REACTIONS TO ACTIVITIES CONDUCTED DURING THIS COURSE. THE EVALUATION FORM CONCERNED WITH THE ENGLISH EDUCATION 3537 COURSE, SHOWN IN APPENDIX C-1, FORMS THE BASIS FOR THE FOLLOWING DATA PRESENTATION IN TABLE 21.

JUDGMENTS OF THE USEFULNESS OF SPECIFIC PRESENTATIONS DURING THE COURSE; REACTIONS TO PARTICIPATION IN SPECIFIC ACTIVITIES, ASSIGNMENTS, TEXT, AND TEACHING FILE COMPILATION; AND COMMENTS REGARDING BENEFITS OF BEING IN A 'CLOSED' SECTION AS WELL AS THEIR JUDGMENTS AS TO ELIMINATION OF COURSE ELEMENTS ELICITED FROM THE WEXPO-9 GROUP ARE TABULATED IN RANK ORDER.

TABLE 21

EVALUATION OF ENGLISH EDUCATION 3537 PRESENTATIONS BY THE WEXPO-9 STUDENT GROUP

WEIGHT=	4	3	2	1	0					
ITEM DESCRIPTION	VERY USE-FUL	QUITE USE-FUL	OF AVERAGE USEFUL-NESS	NOT VERY USE-FUL	USE-LESS	TOTAL # OF RES-PONSES	TOTAL WEIGHT	AVER-AGE	SEC-TION RANK	TOTAL RANK
SECTION I: ACTIVITIES AND AIDS:										
1. SEMINARS	7	6	1	0	0	14	48	3.4	2.0	8.0*
2. LESSON PLANS	5	7	3	1	0	16	48	3.0	5.0	13.0
3. GRADED SPELLING SKILLS CHART USED= 3; NOT USED YET= 11	5	4	4	0	0	13	40	3.1	4.0	12.0
4. PRINTING AND WRITING PRACTICE	5	4	4	2	0	15	42	2.8	8.5	18.0
5. LINGUISTIC PATTERNS/SPELLING CHANGES	3	7	5	1	0	16	44	2.8	8.5	18.0
6. SPELLING ACTIVITIES FOR PUPILS	8	4	3	1	0	16	51	3.2	3.0	10.0*
7. USE OF VARIED LANGUAGE LABORATORY MATERIALS:BASAL READERS;MANUALS USED= 5; NOT USED YET= 9	3	6	2	1	0	12	35	2.9	6.5	15.0
8. VIDEO TAPES OF READING LESSONS	6	4	5	1	0	16	47	2.9	6.5	15.0
9. CURRICULUM MATERIALS CENTER TRIP	12	0	0	0	0	12	48	4.0	1.0	1.0*
10. PROVISION OF EARLY ELEMENTARY CURRICULUM GUIDE (EARLY EL. ONLY RESPON)	3	2	2	1	1	9	23	2.6	10.0	20.5
SECTION II: PARTICIPATION IN 'VIGNETTE LESSON'										
1. OWN LESSON PRESENTATION USEFULNESS	10	5	1	0	0	16	57	3.6	2.5	4.5*
2. OTHERS' PRESENTATIONS	10	5	1	0	0	16	57	3.6	2.5	4.5*
3. PEER COMMENTS RE: LESSON	6	7	3	0	0	16	51	3.2	5.0	10.0*
4. INSTRUCTOR'S COMMENTS RE:LESSON	11	5	0	0	0	16	59	3.7	1.0	3.0*
5. HELPFUL IN OWN CLASSROOM	11	2	1	1	0	15	53	3.5	4.0	6.5*
SECTION III: INSTRUCTION AND SKILLS:										
1. PHONICS	4	6	3	2	0	15	42	2.8	4.0	18.0
2. STRUCTURAL ANALYSIS SKILLS	3	5	6	2	0	16	41	2.6	5.0	20.5
3. VOCABULARY PRESENTATION/ SKILLS	4	6	4	1	0	15	43	2.9	3.0	15.0
4. WORD ATTACK SKILLS	7	5	2	1	0	15	48	3.2	2.0	10.0*
5. MIDDLE-UPPER GRADE READING SKILLS	3	4	6	2	0	15	38	2.5	6.0	22.0
6. PRINCIPLES OF REINFORCEMENT;CORRECTION; SQ4R; POSITIVE ATTITUDE;WHAT TO DO	12	4	0	0	0	16	60	3.8	1.0	2.0*
SECTION IV: PREPARATION OF OWN TEACHING FILE OF TIPS AND ACTIVITIES FOR PUPILS:										
USED= 15;(MANY TIMES=8;SOME=4; FEW TIMES=3;NOT YET=1)	8	2	2	0	0	12	42	3.5		6.5*

* TOP 50% OF RANKINGS

IN SECTION I, THE TRIP TO THE DETROIT PUBLIC SCHOOLS' CURRICULUM MATERIALS CENTER WAS CONSIDERED MOST VALUABLE FOLLOWED, IN RANK ORDER, BY SEMINARS, SPELLING ACTIVITIES (TRANSPARENCY EXAMPLES), LESSON PLAN FORMS AND THE GRADED SPELLING SKILLS CHART BEING CONSIDERED QUITE USEFUL.

OF JUDGMENTS IN FIVE ASPECTS OF PARTICIPATION IN TEACHING 'VIGNETTE LESSONS' BEFORE THEIR PEERS IN CLASS, THE INSTRUCTOR'S COMMENTS WERE RATED AS VERY USEFUL WITH THEIR OWN LESSONS AND VIEWING OTHERS' PRESENTATIONS JUDGED QUITE USEFUL, AS SHOWN IN SECTION II.

SECTION III, CONCERNED WITH INSTRUCTION AND SKILLS PRESENTED IN THE COURSE, INDICATED THESE STUDENTS CONSIDERED PRINCIPLES OF REINFORCEMENT-CORRECTION RATHER THAN CRITICISM- GENERAL TEACHING TECHNIQUES AND A POSITIVE ATTITUDE IN SPECIFIC SITUATIONS VERY USEFUL. WORD ATTACK AND VOCABULARY PRESENTATION SKILLS WERE RANKED AS QUITE USEFUL.

ASTERISKS DENOTE THE HIGHEST 50% OF THE RATINGS. AGAIN THE TRIP TO THE CURRICULUM MATERIALS CENTER RECEIVED THE HIGHEST RATING. PRINCIPLES OF POSITIVE REINFORCEMENT, INSTRUCTOR'S COMMENTS, STUDENT INVOLVEMENT IN LESSON PRESENTATION PRACTICE, USEFULNESS OF SUCH PRACTICE IN THEIR OWN CLASSROOMS, PREPARATION OF TEACHING FILES, AND SEMINARS WERE ALL JUDGED AS QUITE USEFUL.

ADDITIONAL EVALUATIVE COMMENTS:

TEXT: POSITIVE		NEGATIVE	
USEFUL, HELPFUL EXERCISES	=4	BORING	=3
ENJOYED READING	=4	AVERAGE FACT PRESENTATION-DRY	=3
GOOD SURVEY OF TEACHING READING	=2	LACKED CHARTS, PICTURES, OR PRACTICAL EXAMPLES	=3
ADDED TO MY KNOWLEDGE	=1	CHAPTERS TOO LONG	=3
CARRIED MUCH INFORMATION RE: SPECIFIC SKILLS	=1	LABORIOUS READING	=1
LIKED THE EXAMPLES	=1	SHOULD HAVE HAD MORE EXAMPLES	=1
SOME MEANINGFUL PARTS	=1	REPETITIOUS	=1
GOOD SUGGESTIONS	=1		
	N=15		N=15

REACTION TO THE TEXT, BY SPECIFIC COMMENT, WAS EVENLY DISTRIBUTED.

SOURCES CONSIDERED VALUABLE FOR TEACHING IDEAS AND PRESENTATIONS:

TEACHERS' MAGAZINES =9
  THE INSTRUCTOR =5
  THE GRADE TEACHER =4
PAMPHLETS;BOOKLETS =6
  SPICE= 3 READING GAMES=1
  FUN WITH LANGUAGE ARTS =1
  FINGERS/FLANNEL BOARD =1
TEACHERS' MANUALS =5
INSTRUCTOR'S IDEAS =4
CURRICULUM GUIDES =3
WAYNE STATE LIBRARY ACTIVITY BOOKLETS =3
MATERIAL FROM SUPERVISORS =2

COLLEGE LANGUAGE ARTS LAB =1
PUBLIC SCHOOL CURRICULUM MATERIALS CENTER =1
PEABODY LANGUAGE KIT =1
CLASSROOM DEMONSTRATIONS BY OTHER WEXPO-9 STUDENTS =1
TALKING WITH OTHER WEXPO-9'S AND SUPERVISING TEACHER =1
TEACHING FILE WE MADE =1
MY BRAIN! =1

TOTAL NUMBER OF RESPONSES FROM 17 STUDENTS= 39

WHAT WERE SOME BENEFITS OF BEING IN THIS 'CLOSED' SECTION OF ENGLISH EDUCATION 3537, OR A PART OF THE WEXPO-9 GROUP?

IT SEEMED LIKE A SMALL COLLEGE AND HELP WAS AVAILABLE FOR THE ASKING.

IDEAS WERE VERY FLUID BECAUSE OF THE CLASS FRIENDLINESS.

BEING WITH THE GROUP HELPED A LOT BECAUSE ALL OF OUR PROBLEMS WERE CONCENTRATED, WE HAD A CHANCE FOR INDIVIDUALIZED HELP.

I FELT I COULD BE MORE 'OPEN' IN DISCUSSING MY PROBLEMS WITH MY ADVISERS AND MY CLASSMATES BECAUSE WE ARE MORE LIKE 'ONE BIG FAMILY' RATHER THAN A FORMALLY STRUCTURED GROUP.

SIMILAR PROBLEMS WITH OUR CLASSES; WE SHARED IDEAS AND TROUBLES... THIS MAKES YOUR OWN PROBLEMS SEEM LESS OVERWHELMING. FOR MYSELF, IT BROUGHT A GREATER AMOUNT OF OPENNESS. ON THE WHOLE, IT WAS VERY BENEFICIAL.

IT HELPED MAKE IT MORE 'FAMILY'. BEING PART OF THE WEXPO-9 GROUP HAS THE ADVANTAGE OF LINKING METHODS COURSES WITH ACTUAL STUDENT TEACHING EXPERIENCE. THIS HELPS MAKE THINGS LIKE- "YOU SHOULD MOTIVATE CHILDREN"- MORE MEANINGFUL AND CONCRETE, WHICH IS WHAT I PERSONALLY NEED.

MUCH MORE PERSONAL ATTENTION THAN IN OTHER SECTIONS. STUDENT COMMENTS AND EXPERIENCES WERE QUITE HELPFUL.

ONE COULD BE MORE FREE WITH HIS COMMENTS, IDEAS, AND CRITICISMS. THERE WAS MUCH MORE UNDERSTANDING ON THE INSTRUCTOR'S PART.

KNOWING EVERYONE IN THE GROUP MADE IT EASIER TO DISCUSS OUR PROBLEMS. THERE WAS A FEELING OF 'UNITY' IN OUR GROUP WHICH NEVER COULD HAVE BEEN ACHIEVED IN AN 'OUTSIDE' GROUP OF STUDENTS.

THE PROBLEMS BROUGHT UP AND DISCUSSED WERE ONES WE ALL SHARED BECAUSE OF THE SIMILARITY OF OUR CONTACTS. WE WERE ALL ABLE TO FOCUS SPECIFICALLY ON 'INNER-CITY'.

SPECIFICS DEVOTED TO 'INNER-CITY'- NAMELY, ATTITUDES. SINCERE GUIDANCE FROM INSTRUCTORS.

WE WERE ABLE TO CONCENTRATE ON A FEW PROBLEMS SPECIFICALLY RELATED TO OUR AREA OF TEACHING. GREAT!

MUCH MORE PERSONAL ATTENTION. COMMENTS FROM STUDENTS WERE MORE USEFUL SINCE WE WERE FAMILIAR WITH OTHERS.

THE FACT WE ARE ALL TEACHING INNER-CITY CHILDREN AND OUR PROBLEMS ARE RELATED TO ONE ANOTHER...ALSO THE CLASSES WERE MORE INFORMAL AND FRIENDLINER AND I FIND IT'S EASIER TO REALLY SAY WHAT YOU THINK.

I WOULD HAVE TO SAY THAT THIS WAS ONE OF THE MOST VALUABLE ASPECTS OF THE COURSE. WE WERE ALL ABLE TO TALK OVER OUR PROBLEMS IN A VERY RELAXED, YET STIMULATING, ATMOSPHERE.

YOU REALLY GET TO KNOW THE KIDS IN THE CLASS AND IT BECOMES MUCH EASIER TO EXPRESS YOURSELF FREELY. YOU ARE NOT AFRAID TO DISCUSS PROBLEMS YOU ARE HAVING AND OTHERS ARE EXTREMELY HELPFUL TO YOU.

N=16 (ONE ABSENT)

WHAT WERE SOME USELESS ASPECTS THAT COULD BE DISCARDED IN THIS COURSE FOR OTHER STUDENTS (BEING MINDFUL THAT PRE-SCHOOL THROUGH 8TH GRADE CONTACTS NEED TO BE CONSIDERED)?

N=3 I DIDN'T CARE FOR THE TAPES...I THINK WE SHOULD ONLY SEE VIDEO TAPES OF ADEQUATE,EXPERIENCED,POSITIVE TEACHERS. I WOULD RATHER SEE WHAT'S RIGHT TO DO RATHER THAN WHAT'S WRONG...VIEWING THE VIDEO TAPES THE SECOND TIME COULD BE ELIMINATED.

N=2 MAYBE A TEXT WITH MORE READABLE MATERIAL..."HEILMAN", BECAUSE IT DID NOT PERTAIN TO ANY OF OUR 'IMMEDIATE PROBLEMS' WHICH WE WERE SEEKING ACTION TO (SIC).

N=2 LESS TIME SPENT ON SPECIFIC SPELLING OR OTHER LANGUAGE ARTS RULES. PERHAPS A GOOD BOOK COULD BE RECOMMENDED TO GIVE THESE RULES...THE PHONICS INSTRUCTION AND RULES GOT A LITTLE LENGTHY.

N=1 I THINK THE STUDENT, INSTRUCTOR AND SUPERVISING TEACHER COULD GET TOGETHER MORE OFTEN.

N=2 ACTUALLY, EVERYTHING WAS USEFUL BUT I WAS MORE INTERESTED IN PRIMARY SO THE UPPER (ELEMENTARY) INCLUSION WAS NOT AS IMPORTANT TO ME. I THINK THAT I'LL BE ABLE TO APPRECIATE THE OTHER MATERIAL LATER... I THINK IT WAS ALL HELPFUL.

N=7 CAN'T THINK OF ANY... (NO COMMENT)... (?-NONE)... OFF-HAND, NOTHING... (NO COMMENT)...(NO COMMENT)... (NO COMMENT).

N=17

OTHER COMMENTS OF ANY TYPE WILL BE VALUABLE (CENTERED IN THE LANGUAGE ARTS AREA):

N=6 (NO COMMENT)

I THINK I WOULD HAVE ENJOYED A FULL LENGTH MOVIE ABOUT TEACHING READING.

I HAVE USED THE WORD ANALYSIS SKILLS IN MY CLASSROOM EVERY DAY, AND I AM VERY GRATEFUL THAT YOU EMPHASIZED THEM SO MUCH.

THE HANDWRITING LESSON WAS VERY HELPFUL. YOU TOLD US WHAT WAS WRONG, NOT JUST "IT'S AWFUL WRITING". VERY RELAXED ATMOSPHERE.

I THINK THE DEMONSTRATIONS WERE QUITE USEFUL. IT IS EXTREMELY USEFUL TO SEE EVERYONE TEACH AND NOTICE THEIR VARIETIES OF STYLE. COLLECTING THE LANGUAGE ARTS ACTIVITIES WAS ALSO EXTREMELY USEFUL. IT'S AMAZING HOW MANY TIMES I HAVE ALREADY USED MY TEACHING FILE.

THE DEMONSTRATION LESSONS WERE EXCELLENT. I LEARNED A GREAT DEAL AND I THINK ALL OF US DID. THE TRIP TO THE CURRICULUM MATERIALS CENTER WAS ALSO A TREMENDOUS HELP. THAT PLACE IS A REAL BLESSING!

I THINK OUR LANGUAGE ARTS CLASS WAS A VERY WORTHWHILE AND USEFUL ONE. I ESPECIALLY LIKED THE WAY IT WAS GEARED TO THE PRACTICAL ASPECTS OF TEACHING. THE DEMONSTRATION LESSONS PRESENTED BY MEMBERS OF THE CLASS WERE ESPECIALLY USEFUL TO ME, AS WELL AS THE DISCUSSIONS WHICH FOLLOWED. THE PHONICS EXAMPLES WHICH YOU PRESENTED TO USE WERE VERY EFFECTIVE.

THE MOST VALUABLE PART OF THE CLASS WAS WATCHING THE TAPES OF OTHER TEACHERS. IT HELPED ME TO SEE EXAMPLES OF GOOD TECHNIQUES AND WAYS TO HANDLE VARIOUS SITUATIONS. ALSO, I COULD BENEFIT FROM SEEING THE MISTAKES OF SOME OF THEM. ONE EXAMPLE: I WILL NEVER CONDUCT A READING CLASS THE WAY THE TEACHER DID ON THE TAPE WITH HIS SPECIAL EDUCATION CLASS- BY HAVING THEM READ 'ROUND-ROBIN' AND GIVING A GRADE ACCORDING TO HOW MANY MISTAKES EACH ONE MADE. ANOTHER ASPECT I FOUND USEFUL WAS TIME SPENT IN CLASS TALKING ABOUE SPECIFIC PROBLEMS WE HAD. EVEN IF THERE WAS NO SOLUTION TO THE PROBLEM IT HELPED TO HEAR SUGGESTIONS OF WHAT COULD BE TRIED, OR WHAT HAD BEEN TRIED BUT DIDN'T WORK. THE ASSIGNMENT OF MAKING AN IDEA FILE WAS VERY USEFUL TO ME BECAUSE IT GAVE ME NEW IDEAS AND WAYS TO MAKE THE SPELLING AND READING CLASSES I WAS TEACHING MORE INTERESTING.

TEACHING FILE WAS VERY USEFUL IN MAKING US LOOK INTO THE MANY SOURCES AVAILABLE FOR ADDITIONAL TEACHING AIDS.

I ENJOYED IT WHEN YOU BROUGHT THE SLIDES OF YOUR OWN CLASSES AND TOLD SOME OF THINGS YOU, AS A TEACHER, DID. I ALSO ENJOYED OUR CLASS WHEN WE GAVE DEMONSTRATIONS. IT GAVE ME A CHANCE TO SEE OTHERS AND THEIR STYLES AND GAVE ME SOME IDEAS ON HOW TO DO THINGS. THE FILE, I THINK, WAS A VERY USEFUL PROJECT AND ONE I ENJOYED DOING A LOT. I ALSO FOUND THE IDEA OF MAKING A PICTURE FILE VERY USEFUL.

THE BEST THING WE DID THIS QUARTER WAS THE PRESENTATION OF A LESSON. I TOOK SO MANY OF THE OTHERS' IDEAS AND ADAPTED THESE TO MY CLASSROOM. WE SHOULD HAVE DONE NOT ONE BUT TWO PRESENTATIONS. I ENJOYED IT WHEN YOU BROUGHT THE SLIDES FROM YOUR CLASSROOMS. IT WAS MOST ENJOYABLE AND HELPFUL! IT WOULD HAVE BEEN NICE IF YOU COULD HAVE GIVEN A COUPLE OF PRESENTATIONS OF A LESSON JUST TO SEE HOW AN EXPERIENCED TEACHER PREPARES A LESSON. I THINK WE SHOULD HAVE TAKEN EVERYONE'S IDEA FILE AND COMPOSED A BOOKLET OF THE BEST IDEAS (LIKE WE ARE DOING IN MR. RAY'S CLASS FOR SOCIAL STUDIES.).

N=16: DEMONSTRATIONS= 5; TEACHING FILE= 4; SLIDES=2; OTHERS= 5 (ONE ABSENT)

GRADE RELATIONSHIPS

AS IN PHASE I, RELATIONSHIPS BETWEEN GRADES IN EDUCATION 3015, ENGLISH EDUCATION 3537 AND STUDENT TEACHING (EL.ED.3312) WERE TABULATED.

TABLE 22
WEXPD-5 STUDENTS' GRADE RELATIONSHIPS

STUDENT NUMBER	GRADE IN ED. 3015		D	D^2	GRADE IN ENG. ED. 3537		GRADE IN EL. ED. 3312		D	D^2
2	B-	6	1	1	B	7	B	7	0	0
3	B	7	2	4	A-	9	A	10	1	1
4	A-	9	1	1	A	10	A	10	0	0
5	A	10	-1	1	A-	9	B+	8	-1	1
6	B	7	-3	9	C	4	C-	3	-1	1
7	B-	6	3	9	A-	9	B+	8	-1	1
8	A-	9	1	1	A	10	A	10	0	0
9	B	7	3	9	A	10	A	10	0	0
10	A-	9	-2	4	B	7	A	10	3	9
11	B-	6	1	1	B	7	A	10	3	9
12	A-	9	1	1	A	10	A	10	0	0
13	B-	6	0	0	B-	6	B	7	1	1
14	B-	6	3	9	A-	9	B+	8	1	1
16	A-	9	1	1	A	10	A	10	0	0
17	B	7	0	0	B	7	B+	8	1	1
18	B-	6	3	9	A-	9	B	7	-2	4
19	B+	8	2	4	A	10	A	10	0	0
		127		64		143		147		29
MEAN=		7.47	RHO=.922			8.41	RHO=.964	8.64		

FIFTEEN OF THE 17 STUDENTS INCREASED THEIR GRADES FROM EDUCATION 3015 TO THE FIRST STUDENT TEACHING CONTACT (GRANTED BY THE SUPERVISING TEACHER) FROM ONE TO FOUR POINTS.

CHAPTER II

STUDENT TEACHING I (ELEMENTARY EDUCATION 3312)

PROCEDURES AND DATA COLLECTION

THE AUTHORS OF THE PROJECT SOUGHT PRIMARY DATA RELATIVE TO IDENTIFICATION OF CLASSROOM PERFORMANCES AND BEHAVIORS OF THE WEXPO-9 STUDENT GROUP AS WELL AS MEASURES OF CHANGE THROUGH TIME AND INFLUENCED BY 'FEEDBACK' CONFERENCE TECHNIQUES.

PLACEMENT PREFERENCES

IT WAS AN ASSUMPTION THAT PLACEMENT IN PREFERRED SCHOOL, GRADE LEVEL AND CLASSROOM OF THEIR CHOICES MIGHT YIELD DATA REGARDING RELATIONSHIPS BETWEEN PREFERENCES, PLACEMENT, AND SUBSEQUENT EMPLOYMENT CHOICES IN THE SENIOR YEAR.

TABLE 23 INDICATES THE STUDENT TEACHING PREFERENCES (1,2,3 ORDER) AS RELATED TO PLACEMENT IN THIS CONTACT AND SUBSEQUENT PREFERENCE-PLACEMENT IN THE SECOND CONTACT. FOOTNOTED SYMBOLS DESIGNATE NO PREFERENCE EXPRESSED (°); INABILITY TO ASSIGN STUDENT TO CHOICE DUE TO LOSS OF 'STATION' (-); AND REPEATED CHOICES OF FIRST CONTACT PLACEMENT (").

TABLE 23
RELATIONSHIPS OF STUDENT TEACHING
PREFERENCES TO PLACEMENT

	EL.ED.3312 PREFERENCE TO PLACEMENT			EL.ED.4312 PREFERENCE TO PLACEMENT		
STUDENT	SCHOOL	LEVEL	SUPERVISING TEACHER	SCHOOL	LEVEL	SUPERVISING TEACHER
1.	F-	UPPER -	NY.W. -	DROPPED FROM COLLEGE- MEDICAL		
2.	F 1	PRIM 1	NR.W. -	K 2	UPPER 2	F.M. °
3.	B-	UPPER 1	C.S. -	B"2	PRIM 1	G.K. 1
4.	K 2	MIDDLE1	D.S. 1	K"1	MIDDLE"$_1$	D.S. "1
5.	F 1	PRIM 1	S.H. 1	F"1	PRIM "$_1$	S.H. "1
6.	I 3	PRIM 1	M.G. 1	B 1	UPPER 2	O.M. -
7.	K 2	UPPER -	F.M. °	C°	PRIM 2	T.H. °
8.	B 1	KG. 1	G.K. 1	F 2	PRIM 1	S.S. -
9.	I 1	MIDDLE1	C.K. 1	I"1	MIDDLE"$_1$	C.K. "1
10.	I 1	KG. 1	G.T. 1	C 3	KG. 1	K.S. °
11.	C 2	PRIM 1	D.M. °	I I	KG. 1	G.T. 1
12.	KA1	MATH 1	W.T. 1	B 1	UPPER 2	C.S. °
13.	B-	MIDDLE1	E.B. 1	B"1	MIDDLE"$_1$	E.B. "1
14.	F-	PRIM 1	L.O. °	F"1	PRIM "$_1$	L.O. "1
16.	B-	MIDDLE-	O.M. °	I 1	PRIM 1	M.G. 1
17.	C 2	PRIM 1	T.H. °	F 3	PRIM 1	NR.W. °
18.	I 1	UPPER 1	E.T. 1	I"1	UPPER "$_1$	E.T. "1
19.	C 1	KG. 1	K.S. 1	F°	MIDDLE1	NY.W. °
TOTAL %:	8^1=.44 4^2=.22 1^3=.05 5-=.28	15^1=.83 3-=.17	10^1=.56 3-=.16 5°=.27	7"=.40 10^1=.59 3^2=.18 2^3=.12 2°=.12	6"=.35 13^1=.76 4^2=.24	6"=.35 9^1=.53 2-=.12 6°=.35

SPECIAL RECOGNITION IS ACKNOWLEDGED FOR THE EFFORTS OF MRS. KIRKWOOD, OF THE DETROIT SCHOOLS' CONTINUING EDUCATION OFFICE, IN HONORING THE PREFERENCES OF THESE STUDENTS- NO MEAN ACCOMPLISHMENT IN HER TASK OF ASSIGNING MORE THAN 1,000 STUDENT TEACHERS FOR WAYNE STATE UNIVERSITY EACH YEAR. FORTY-FOUR PER CENT OF FIRST CONTACT AND FIFTY-NINE PER CENT OF SECOND CONTACT PREFERENCES WERE GIVEN IN CHOICES FOR SCHOOL; EIGHTY-THREE PER CENT AND SEVENTY-SIX PER CENT CHOICES, RESPECTIVELY, FOR CHOICES OF GRADE LEVEL WERE HONORED; WITH MORE THAN HALF OF THE SUPERVISING TEACHERS ASSIGNED RELATIVE TO STUDENTS' CHOICES. IT IS INTERESTING TO NOTE THE NUMBERS OF REPEAT (") CHOICES OF SCHOOL, GRADE LEVEL AND/OR SUPERVISING TEACHER WHICH ACCOUNTED FOR FORTY PER CENT OF SCHOOL, THIRTY-FIVE PER CENT OF GRADE LEVEL AND SUPERVISING TEACHER PREFERENCES. ALL TEACHERS REQUESTED BY THE STUDENTS FOR THIS SECOND CONTACT AGREED TO AGAIN SUPERVISE THIS STUDENT, INDICATING A HIGH DEGREE OF STUDENT-SUPERVISING TEACHER RAPPORT. MORE THAN EIGHTY PER CENT OF THE STUDENTS EITHER HAD DEFINITE CHOICES OR WERE AGREEABLE TO RANDOM PLACEMENT; ONLY TEN PER CENT OF THE STUDENTS WERE UNABLE TO BE PLACED IN A PREFERRED POSITION.

OBSERVATIONAL PROCEDURES

IN ORDER TO OBTAIN MEASURES OF CLASSROOM PERFORMANCES AND BEHAVIORS OF THE STUDENT SAMPLE, IN SELECTED ASPECTS OF TEACHING, THE FOLLOWING PROCEDURES WERE EMPLOYED:

(1) A MEETING WITH ALL SUPERVISING TEACHERS, IN DECEMBER AND PRIOR TO PLACEMENT INTO CLASSROOMS, WAS HELD BY THE STEERING COMMITTEE OF REGION 9. THE AUTHORS EXPLAINED THE STRUCTURE AND ACTIVITIES OF THE WEXPO-9 PROJECT AND DEMONSTRATED THE USE OF THE OBSERVATIONAL INSTRUMENTS: THE ROS$_C$AR II AND THE OS$_C$AR 4 VERBAL LESSON STRATEGY FORM (SHOWN IN PHASE I).

(2) THROUGHOUT EDUCATION 3015, THE TWO EDUCATIONAL METHODS CLASSES, AND SEMINARS THE STUDENTS WERE AWARE OF, AND BECAME FAMILIAR WITH USING, THESE SCHEDULES BY USE OF VIDEO TAPES; SONY RECORDING OF DEMONSTRATION LESSONS; AUTHOR ROLE-PLAYING AND DEMONSTRATION CODING; THE USE OF THE OS$_C$AR 4 V WITH BASAL READER MATERIAL; AND PRACTICE CODING OF STUDENTS IN VIGNETTE TEACHING LESSONS. THEY WERE ALSO INFORMED THAT A THIRD MEMBER OF THE ELEMENTARY EDUCATION DEPARTMENT WOULD OBSERVE THEIR TEACHING AND CODE LESSONS, ON THE OS$_C$AR 4 V FORM, AS A RELIABILITY CHECK OF THE AUTHOR'S RESULTS.

(3) DURING THE FIRST WEEK OF PLACEMENT NO OBSERVATIONS WERE MADE.

(4) THE TWO SUPERVISORS AGREED UPON THE SPECIFIC STUDENTS SELECTED AS OBSERVATIONAL SUBJECTS BY EACH; SEVERAL STUDENTS WERE CODED BY BOTH FOR INTER-RATER AGREEMENT.

(5) IN CONJUNCTION WITH THE COMPARATIVE STUDY OF THE WEXPO-9 STUDENTS AND A SELECTED SAMPLE OF FIRST CONTACT STUDENT TEACHERS FROM REGION 4 CENTER SCHOOLS, OBSERVATIONS OF THE WEXPO-9 STUDENTS WERE BEGUN IN THE FIRST THREE WEEKS OF STUDENT TEACHING WITH THE ROS$_C$AR II AND THE OS$_C$AR 4 V INSTRUMENTS AND COMPLETED DURING THE FINAL WEEK OF STUDENT TEACHING II.

(6) ALL OBSERVATIONS WERE CONDUCTED ON RANDOM DAYS, AND AT RANDOM TIMES, DURING THIS 11 WEEK CONTACT DURING THE FIRST, MIDDLE AND LATTER PART OF THE TERM. ALTERNATED 15-MINUTE SAMPLES OF BEHAVIORS ON THE ROS$_C$AR II FORM (SEE PP. 17A-17B OF PHASE I) AND THREE 10-MINUTE SAMPLES ON THE OS$_C$AR 4 V WERE OBTAINED FOR EACH STUDENT WITH ONE EXCEPTION (KINDERGARTEN STUDENT TEACHER IN A 'TEAM' SITUATION). TEN WEXPO-9 STUDENTS, CHOSEN AT RANDOM, WERE THE

COMPARISON GROUP WITH TEN REGION 4 STUDENT TEACHERS FOR THE OS$_C$AR 4 V SUB-STUDY. ALL WEXPO-9'S (WITH THE EXCEPTION OF THE KINDERGARTEN STUDENT TEACHER PREVIOUSLY MENTIONED) WERE SUBJECTS FOR THE ROS$_C$AR II DATA.

(7) UPON COMPLETION OF EACH OBSERVATION WITH THE ROS$_C$AR II FORM, EACH WEXPO-9 STUDENT, IN AN INDIVIDUAL OFFICE CONFERENCE WITH THE ADVISER-OBSERVER, WAS SHOWN (IN THE CATEGORIES UNDER INVESTIGATION) A RECORDING OF THE FREQUENCIES OF OCCURRENCES GAINED FROM THIS INSTRUMENT. A 'WHEEL GRAPH', SHOWN ON THE FOLLOWING PAGE AS A SAMPLE, WAS PREPARED FOR EACH STUDENT TEACHER BY THE ADVISERS, INDICATING THE 'BEHAVIOR SPACE' OF EACH TEACHING SAMPLE OBSERVED. A PROFILE OF GROWTH WAS TRACED TO SHOW GAINS MADE IN THESE MULTIDIMENSIONAL ASPECTS OF TEACHING. NO CONFERENCES REGARDING THE OS$_C$AR 4 V SCORES WERE HELD.

SCORES WERE INTERPRETED AS MEAN SCORES COMPARED WITH THOSE OBTAINED FROM A PREVIOUS STUDENT TEACHER STUDY[1] (1967) AND A CONTRACT TEACHERS' GROUP[2] (1965) IN THE DETROIT SCHOOLS. THESE MEAN SCORES WILL BE INCLUDED IN THE ANALYSIS OF THE WEXPO-9 TEACHING BEHAVIORS OF THE STUDY.

(8) IT WAS THUS POSSIBLE TO PROVIDE 'INFORMATIONAL FEEDBACK' ON THE SPECIFIC PERFORMANCES AND BEHAVIORS OF THE STUDENT FOR GOAL-SETTING, ASSISTANCE FROM THE SUPERVISORS AND SUPERVISING TEACHERS, AND A THREE-WAY COMMUNICATIVE PROCESS. EACH SUPERVISING TEACHER WAS APPRAISED OF THE STUDENT'S PROGRESS BY MEANS OF THIS 'WHEEL GRAPH' FOR HER PARTICULAR STUDENT. EVALUATIONS CENTERED UPON GROWTH OR IMPROVEMENT IN EDUCATIONALLY SOUND PROCEDURES AND PRACTICES FOR THE SUBJECT OR GRADE LEVEL UNDER CONSIDERATION RATHER THAN ON AN "IDEAL" ALL-AROUND TEACHER MODEL.

A SAMPLE WHEEL GRAPH EMPLOYED IN THE 1967 STUDY IS SHOWN IN FIGURE 1 TO ILLUSTRATE THE TECHNIQUE USED IN THE WEXPO-9 OBSERVATIONS AND CONFERENCES. MEAN SCORES FOR THE CONTRACT TEACHER GROUP (1965 STUDY) ARE SHOWN IN *BLACK NUMERALS* FOR EACH CATEGORY; MEAN SCORES FOR THE 1967 STUDENT TEACHER STUDY GROUP ARE SHOWN IN *PARENTHESIZED NUMERALS*. A ° SYMBOL INDICATES THE INDIVIDUAL STUDENT'S SCORES (IN SUCCESSIVE OBSERVATIONS) FROM THE TOTAL TIME SAMPLE OF 90 MINUTES OBSERVATIONS ON THREE RANDOM DAYS AND TIMES EQUAL TO THE SAME TIME SAMPLE FOR CONTRACT AND WEXPO-9 STUDENT GROUPS. SCHOOL, NUMBER OF PUPILS, AND SUBJECT AREA ARE RECORDED TO AID IN INTERPRETATION.

** NOTE THAT THE SCALES OF MEASUREMENT FOR "USES OF INSTRUCTIONAL MATERIALS" AND "NEGATIVE AFFECTIVITY" ARE *INCREASED* TO REPRESENT UNITS OF ONE OCCURRENCE PER ARC; ALL OTHER SCALES INDICATE UNITS OF FIVE OCCURRENCES PER ARC. THIS WAS DONE TO AID IN THE INTERPRETATION OF MEAN SCORES SINCE THESE CITED CATEGORIES DID NOT REFLECT HIGH AMOUNTS OF ITEMS TO RECORD AS DID OTHER CATEGORIES.

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[1] WILLIAM J. RAY. *THE INFLUENCE OF OBSERVATIONAL FEEDBACK ON CHANGES IN THE CLASSROOM BEHAVIORS OF STUDENT TEACHERS*. UNPUBLISHED ED.D. DISSERTATION, WAYNE STATE UNIVERSITY, 1968.

[2] VIRGINIA B. MORRISON. *TEACHER-PUPIL INTERACTION IN ELEMENTARY URBAN SCHOOLS*. USOE-WSU, CRP #2780. DETROIT, MICHIGAN: 1965.

: ROSCAR II Scoring Wheel - MORRISON = W.S.U. 1967-68

TEACHER # S.B.
SCHOOL AREA
GRADE-SUBJECT
NO. OF PUPILS

ROS$_C$AR II SCORING WHEEL GRAPH

CONTRACT TEACHERS' MEAN SCORES[2]
N=96 TIME SAMPLE=90 min. video
C • • • •

STUDENT TEACHERS' MEAN SCORES
N=30 TIME SAMPLE=90 min. "live"
S x - - - x
"S.B.'s" mean scores ●——●

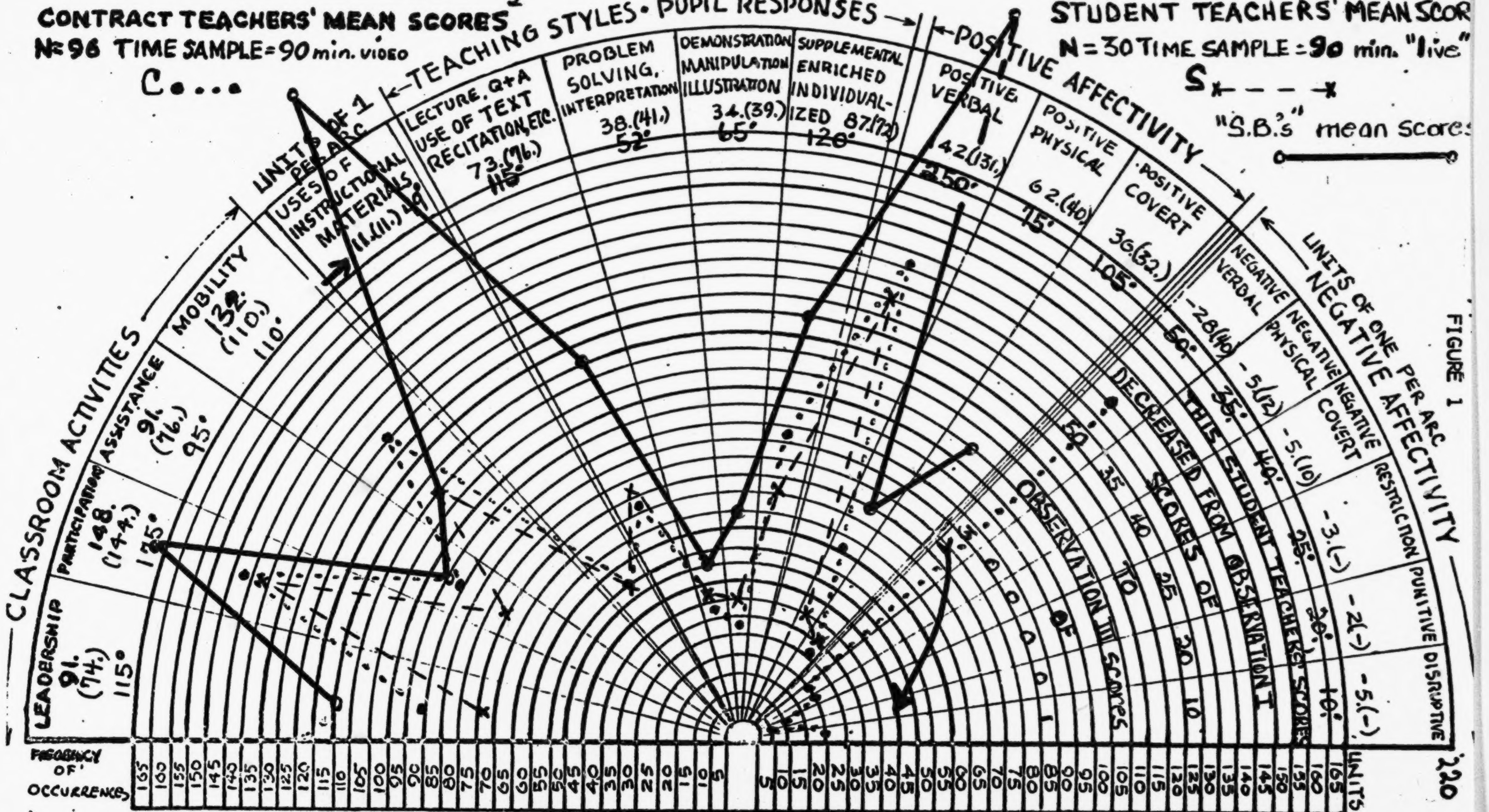

FIGURE 1

1, 2 Ibid.

WITH THIS SAMPLE STUDENT TEACHER GRAPH, "S.B.'S" MEAN SCORES ARE, IN ALL CATEGORIES WITH THE EXCEPTION OF MOBILITY AND NEGATIVE AFFECTIVITY, ABOVE BOTH CONTRACT AND STUDENT TEACHER GROUP MEANS. THE MOBILITY SCORE IS EQUAL TO THAT OF THE STUDENT TEACHER GROUP MEAN. WITH THIS PARTICULAR STUDENT, CONFERENCES REGARDING THE HIGH INITIAL AMOUNTS OF NEGATIVE AFFECTIVITY, RESULTING IN VASCILLATING DISCIPLINARY TECHNIQUES, SHOWED A DRAMATIC DECREASE FROM OBSERVATION I THROUGH OBSERVATION 3, SHOWN IN DETAIL ON THE GROWTH CHART.

OBSERVATIONAL DATA AND ANALYSIS

THE ROS$_C$AR II MULTIDIMENSIONAL SCHEDULE:

THIS SCHEDULE (PP. 17A-17B OF PHASE I) AND ITS SCORING SHEET (CONSTRUCTED BY THE SENIOR AUTHOR) PROVIDE A MEANS FOR THE COLLECTION OF DATA CONCERNED WITH OCCURRENCES OF DEFINED CLASSROOM BEHAVIORAL ITEMS, OF THE SAME GENERAL DESCRIPTION FOR BOTH TEACHERS AND PUPILS, WHICH ARE CATEGORIZED INTO FOUR MAJOR DIMENSIONS OF INTERACTION IN THE CLASSROOM. IN THE PRESENT STUDY ONLY THE TEACHER BEHAVIORS WERE INVESTIGATED. PREVIOUS STUDIES[1,2] ESTABLISHED THE RELIABILITIES OF BOTH TEACHER AND PUPIL MEANS FOR SAMPLES OF CONTRACT AND STUDENT TEACHERS AND SAMPLES OF PUPIL POPULATIONS IN THE DETROIT PUBLIC SCHOOLS.

CATEGORIES AND DIMENSIONS OF INTERACTION OF THE PROJECT MEASUREMENTS ARE:

DIMENSION- CATEGORIES

I. CLASSROOM ACTIVITIES
    LEADERSHIP PARTICIPATION ASSISTANCE MOBILITY
II. TEACHING STYLES
    LECTURE, QUESTION AND ANSWER, USE OF TEXT-WORKBOOK RECITATION
    PROBLEM SOLVING- INTERPRETATION
    DEMONSTRATION-MANIPULATION-ILLUSTRATION
    SUPPLEMENTAL-ENRICHED-INDIVIDUALIZED
III. USES OF INSTRUCTIONAL MATERIALS
IV. AFFECTIVITY
    POSITIVE VERBAL, PHYSICAL AND COVERT BEHAVIORS
    NEGATIVE VERBAL, PHYSICAL AND COVERT BEHAVIORS°
V. QUOTIENT SCORES:
    (ALL POSITIVE OR 'NEUTRAL' CATEGORIES SUMMED MINUS ALL NEGATIVE VALENCE CATEGORIES°)

THE SCORING SHEET IS USED TO RECORD ITEM TOTALS INTO CATEGORIES ON AN A PRIORI BASIS, GARNERED FROM FACTORIAL ANALYSIS OF 'CLUSTERED ITEMS', FOR EACH OBSERVATION TO EQUAL THE TOTAL TIME SAMPLE.

ROS$_C$AR II DATA AND FINDINGS: WEXPO-9 GROUP

DATA OBTAINED FROM THREE RANDOM DAY, RANDOM TIMES, ALTERNATED 15-MINUTE PERIODS EQUALING 90 TOTAL MINUTES ARE PRESENTED AS MEAN SCORES FOR THE CATEGORIES AND DIMENSIONS UNDER STUDY IN TABLE 24.

[1,2] IBID.

TABLE 24

WEXPO-9 ROSCAR II MEAN SCORES COMPARED WITH PREVIOUS INTERACTION ANALYSIS STUDIES: (WSU STUDENT TEACHER GROUP (1967) AND WITH CONTRACT TEACHER (1965) GROUP SCORES

DIMENSION- CATEGORY TITLE	WEXPO-9 GROUP MEAN SCORES	1967 STUDENT TEACHER GROUP[1] MEAN SCORES	1965 CONTRACT TEACHER GROUP[2] MEAN SCORES
ACTIVITIES SECTION			
LEADERSHIP	99.4	72.9	90.6
PARTICIPATION	169.9	144.4	148.0
ASSISTANCE	98.5	76.1	91.0
MOBILITY	138.5	110.0	134.0
TEACHING STYLES			
LECTURE, QUESTION-ANSWER, USE OF TEXT, WORKBOOK, RECITATION	89.2	76.1	72.7
PROBLEM SOLVING- INTERPRETATION	39.4	41.1	37.6
DEMONSTRATION-MANIPULATION-ILLUSTRATION	39.9	38.8	34.4
SUPPLEMENTAL-ENRICHED-INDIVIDUALIZED	110.4	71.7	86.8
USES OF INSTRUCTIONAL MATERIALS	19.3	10.8	11.2
AFFECTIVITY			
POSITIVE VERBAL STATEMENTS	153.7	131.1	149.1
POSITIVE PHYSICAL CONTACTS	58.2	39.5	62.2
POSITIVE COVERT ACTIONS	43.0	31.7	36.4
TOTAL POSITIVE AFFECTIVITY (MEAN)	85.0	67.4	80.1
	(255.2)	(202.3)	(240.5)
NEGATIVE VERBAL STATEMENTS°	15.2	39.7	27.8
NEGATIVE PHYSICAL CONTACTS°	4.8	11.9	5.2
NEGATIVE COVERT ACTIONS°	3.8	10.4	4.6
TOTAL NEGATIVE AFFECTIVITY (MEAN)	7.9	20.6	12.5
	(23.4)	(62.0)	(37.6)
QUOTIENT SCORES: ALL CATEGORIES SUMMED *MINUS* NEGATIVE *A PRIORI* VALENCE° CATEGORIES	69.1 (1035.9)	52.1 (782.1)	60.4 (905.6)

[1,2] *IBID.*

IN EACH CATEGORY OF THE ACTIVITIES SECTION DIMENSION, THE WEXPO-9 GROUP EXCEEDED THE MEAN SCORES OF BOTH THE CONTRACT TEACHER AND PREVIOUS STUDENT TEACHER GROUP BY MEAN DIFFERENCES IN SCORES RANGING FROM 4.5 TO 28.5.

IN TEACHING STYLES THE WEXPO-9 MEANS SURPASSED BOTH CONTRACT AND STUDENT TEACHER GROUP MEANS BY MEAN DIFFERENCES RANGING FROM 1.1 TO 38.7 WITH THE EXCEPTION OF THE STUDENT TEACHER GROUP WHO SURPASSED THE WEXPO-9'S IN THE AREA OF PROBLEM SOLVING-INTERPRETATION BY A MEAN DIFFERENCE OF 1.7.

THE DIMENSION OF INSTRUCTIONAL MATERIAL USE SHOWED MEAN SUPERIORITY OF THE WEXPO-9 GROUP BY MEAN DIFFERENCES OF 8.1 AND 8.5 OVER THE CONTRACT AND STUDENT TEACHER GROUPS, RESPECTIVELY.

TOTAL POSITIVE AFFECTIVITY MEANS FOR THE WEXPO-9 GROUP WERE FROM 4.9 TO 17.6 UNITS ABOVE THE CONTRACT AND STUDENT TEACHER MEANS, RESPECTIVELY. DISCRETE DIFFERENCES IN TYPES OF AFFECTIVITY INCLUDED A 4.6 TO 7.4 SUPERIORITY IN POSITIVE VERBAL STATEMENTS; A MEAN DIFFERENCE OF 18.7 UNITS FAVORING THE WEXPO-9 GROUP OVER THE STUDENT TEACHER GROUP IN POSITIVE PHYSICAL CONTACTS BUT A 4.0 DIFFERENCE FAVORING THE CONTACT TEACHER GROUP IN THIS CATEGORY; AND MEAN DIFFERENCES, AGAIN FAVORING THE WEXPO-9 GROUP, IN POSITIVE COVERT ACTIONS OF 6.6 AND 11.3 ABOVE THE CONTRACT AND STUDENT TEACHER GROUPS, RESPECTIVELY.

TOTAL NEGATIVE AFFECTIVITY (INVERTED WEIGHT BY SIGN INTERPRETATION) MEANS FOR THE WEXPO-9 GROUP WERE FROM 4.6 TO 12.7 MEAN UNITS BELOW THAT OF EITHER THE CONTRACT OR STUDENT TEACHER GROUP, RESPECTIVELY. NEGATIVE VERBAL STATEMENTS' MEANS FOR WEXPO-9'S INDICATED 12.6 AND 24.5 MEAN UNITS LESS NEGATIVITY THAN THE CONTRACT OR STUDENT TEACHER MEANS; NEGATIVE PHYSICAL CONTACTS FOR THE WEXPO-9'S WERE .4 AND 7.1 MEAN UNITS BELOW THAT OF CONTRACT OR STUDENT TEACHER MEANS; AND NEGATIVE COVERT ACTIONS WERE ESTABLISHED AS .8 LESS THAN THE CONTRACT TEACHER MEAN AND 6.6 UNITS LESS THAN THE STUDENT TEACHER GROUP MEAN IN THIS CATEGORY.

QUOTIENT SCORES ARE EMPLOYED AS A GROSS MEASURE OF TOTAL PERFORMANCE. MEAN SCORES FOR ALL CATEGORIES WERE SUMMED MINUS THE NEGATIVE VALENCE CATEGORIES OF VERBAL STATEMENTS, PHYSICAL CONTACTS AND COVERT ACTIONS TO DERIVE A QUOTIENT MEAN FOR ALL MEASURES. BY THESE PROCEDURES, THE WEXPO-9 GROUP AGAIN EXCEEDED BOTH THE CONTRACT AND STUDENT TEACHER GROUPS BY 8.7 AND 17.0 UNITS.

SUMMARY

IN ALL COMPARISONS WITH A PREVIOUS STUDENT TEACHER GROUP, WITHOUT THE EXPERIENCES PROVIDED FOR THE WEXPO-9 GROUP, AND WITH A PREVIOUS VIDEO-TAPE STUDY OF DETROIT PUBLIC SCHOOL CONTRACT TEACHERS, MEANS FOR THE WEXPO-9 GROUP WERE ABOVE ESTABLISHED MEANS IN ALL MEASURES WITH THE EXCEPTION OF THE PROBLEM SOLVING-INTERPRETIVE TEACHING STYLE OF THE STUDENT TEACHER GROUP. IT IS THUS ASSUMED THAT THE WEXPO-9 GROUP PERFORMED IN A SUPERIOR FASHION.

IN ORDER TO ARRIVE AT AN EVEN MORE REALISTIC COMPARISON, PERTAINING TO THE RELATIVE PERFORMANCES OF THE STUDENT TEACHER (1967) GROUP AND THE WEXPO-9 (1968) GROUP, AN ANALYSIS OF THE INITIAL OBSERVATION I SCORES (MEANS) AND THE TOTAL MEANS FOR THESE TWO GROUPS WAS CONDUCTED. IT WILL BE NOTED THAT THESE GROUPS (IN OBSERVATION I MEASURES) SHOWED THE WEXPO-9 GROUP INITIALLY SCORING HIGHER IN THE MAJORITY OF CATEGORIES. IN ORDER TO EQUATE THE GROUPS ON A SIMILAR INITIAL BASE LINE OF PERFORMANCE, DIFFERENCES BETWEEN OBSERVATIONAL I MEANS WERE EQUATED: I.E., THE DIFFERENCES WERE COMPUTED AND SUBTRACTED FROM THE TOTAL MEAN SCORES IN EACH CATEGORY IN ORDER TO INDICATE THE REAL GAIN FROM AN EQUATED ORIGIN. THESE DATA ARE SHOWN IN TABLE 25.

TABLE 25

TOTAL CATEGORY MEANS, UNIT GAINS AND EQUATED MEANS BETWEEN WEXPO-9 (1968) AND STUDENT TEACHER (1967) GROUPS

DIMENSION- CATEGORY	OBS.1 MEANS ST.T.[1]	OBS.1 MEANS WEXPO-9	ADJUSTED DIFFER-ENCES IN BASE	TOTAL MEANS ST.T.[1]	TOTAL MEANS WEXPO-9	UNIT DIFFER-ENCES TOTAL	EQUATED DIFFER-ENCES (BASE)	EQUATED CATEGORY MEANS ST.T.[1]	EQUATED CATEGORY MEANS WEXPO-9
ACTIVITIES SECTION									
LEADERSHIP	22.9	28.8	- 5.9	72.9	99.4+	26.5	- 5.9	72.9	93.5+
PARTICIPATION	41.9	52.1	- 10.2	144.4	169.9+	25.5	- 10.2	144.4	159.7+
ASSISTANCE	20.2	29.7	- 9.5	76.1	98.5+	22.4	- 9.5	76.1	89.0+
MOBILITY	28.9	42.3	- 13.4	110.0	138.8+	28.8	- 13.4	110.0	125.4+
TEACHING STYLES									
LECTURE, QUESTION-ANSWER, USE OF TEXT, WORKBOOK, RECITATION	24.5	29.9	- 5.4	76.1	89.2+	13.1	- 5.4	76.1	83.8+
PROBLEM SOLVING-INTERPRETATION	10.2	12.1	- 1.9	41.1	39.4-	1.7	- 1.9	41.1	37.5-
DEMONSTRATION-MANIPULATION ILLUSTRATION	10.3	10.1	+ .2	38.8	39.9+	-1.1	+ .2	38.8	40.1+
SUPPLEMENTAL-ENRICHED-INDIVIDUALIZED	21.2	32.8	- 11.6	71.7	110.4+	38.7	- 11.6	71.7	98.8+
USES OF INSTRUCTIONAL MATERIALS	3.2	3.7	- .5	10.8	19.3+	8.5	- .5	10.8	18.8+
AFFECTIVITY									
POSITIVE VERBAL STATEMENTS	33.9	42.7	- 8.8	131.1	153.7+	22.6	- 8.8	131.1	144.9+
POSITIVE PHYSICAL CONTACTS	8.6	14.2	- 5.6	39.5	58.2+	18.7	- 5.6	39.5	52.6+
POSITIVE COVERT ACTIONS	7.3	12.4	- 5.1	31.7	43.0+	11.3	- 5.1	31.7	37.9+
MEAN POSITIVE AFFECTIVITY	16.8	23.1	- 6.3	67.4	85.0+	17.6	- 6.3	67.4	78.7+
TOTAL MEAN AFFECTIVITY+	(50.4)	(69.4)	-(19.0)	(202.3)	(255.2)+	(52.9)	-(19.0)	(202.3)	(236.2)+
°NEGATIVE VERBAL STATEMENTS	11.3	5.7	+ 5.6	38.7	15.2+	24.5	+ 5.6	39.7	20.8+
°NEGATIVE PHYSICAL CONTACTS	4.3	2.0	+ 2.3	11.9	4.8+	7.1	+ 2.3	11.9	7.1+
°NEGATIVE COVERT ACTIONS	3.8	1.6	+ 2.2	10.4	3.8+	6.6	+ 2.2	10.4	6.0+
MEAN NEGATIVE AFFECTIVITY	6.4	3.1	+ 3.3	20.6	7.9+	12.7	+ 3.3	20.6	11.2+
TOTAL MEAN AFFECTIVITY-	(19.4)	(9.3)	+(10.1)	(62.0)	(23.4)+	(38.6)	+(10.1)	(62.0)	(33.5)+
QUOTIENT MEAN	13.7	21.8	- 8.1	52.1	69.1+	17.0	- 8.1	52.1	61.0+
TOTAL QUOTIENT MEANS	(205.1)	(326.5)	(-121.4)	(782.1)	(1035.9)+	(253.8)	(-121.4)	(782.1)	(914.5)+

° INVERTED WEIGHT BY SIGN INTERPRETATION; I.E. HIGHER SCORE EQUALS MORE NEGATIVE BEHAVIORS

[1] IBID.

FINDINGS BASED ON EQUATED WEXPO-9 AND STUDENT TEACHER (1967) GROUP MEANS:

MEANS EQUATED BY THE DESCRIBED PROCEDURES, SHOWN IN TABLE 25, AGAIN INDICATED THE SUPERIORITY OF THE WEXPO-9 GROUP IN ALL DISCRETE CATEGORIES AND MAJOR DIMENSIONS MEASURED WITH THE EXCEPTION OF THE FRACTIONAL DIFFERENCE IN THE AREA OF PROBLEM SOLVING- INTERPRETATION TEACHING STYLE. EVEN WHEN REDUCED IN INITIAL SCORE TO MATCH THE STUDENT TEACHER GROUP, THE WEXPO-9 GROUP SHOWED THE MOST FAVORABLE GAINS. IN NO CATEGORY WERE REGRESSIONS EVIDENT.

A GRAPHIC REPRESENTATION OF THE STUDY COMPARISONS ARE SHOWN IN FIGURE 2 : A COMPARATIVE WHEEL GRAPH PLOT OF TOTAL MEAN SCORES OF CONTRACT, STUDENT TEACHER AND WEXPO-9 STUDENT TEACHER GROUPS. USING THE RANK-ORDER TECHNIQUE WITH AN 'AGREEMENT OF r' FORMULA FOR EACH STUDY, INTER-RATER AGREEMENT LEVELS WERE ESTABLISHED AT .862, .886, .899 FOR THE CONTRACT TEACHER STUDY; AT .874, .874, AND .934 FOR THE STUDENT TEACHER STUDY AND AT .835 FOR THE WEXPO-9 CATEGORY MEANS. AN 'AGREEMENT OF r' LEVEL OF .543 WAS ESTABLISHED ($r_{.05} = .444$) ABOVE THE .05 LEVEL OF SIGNIFICANT AGREEMENT.

RoSCAR II Scoring Wheel - MORRISON = W.S.U. = 1967-68

WEXPO-9 GROUP MEANS ______

CONTRACT TEACHER GROUP MEANS — - — -

STUDENT TEACHER GROUP MEANS ▴ ▴ ▴ ▴ ▴ ▴

COMPARATIVE WHEEL GRAPH: TOTAL MEAN SCORES OF CONTRACT, STUDENT TEACHER, AND WEXPO-9 TEACHER GROUPS IN CATEGORIES OF TEACHER INTERACTION

CONTRACT TEACHERS' MEAN SCORES
N=96 TIME SAMPLE=90 min. VIDEO

STUDENT TEACHER GROUP MEAN SCORES ( )
N= 30 TIME SAMPLE = 90 MIN. 'LIVE'
WEXPO-9 GROUP MEAN SCORES:
N=16 TIME SAMPLE=90 MIN 'LIVE'

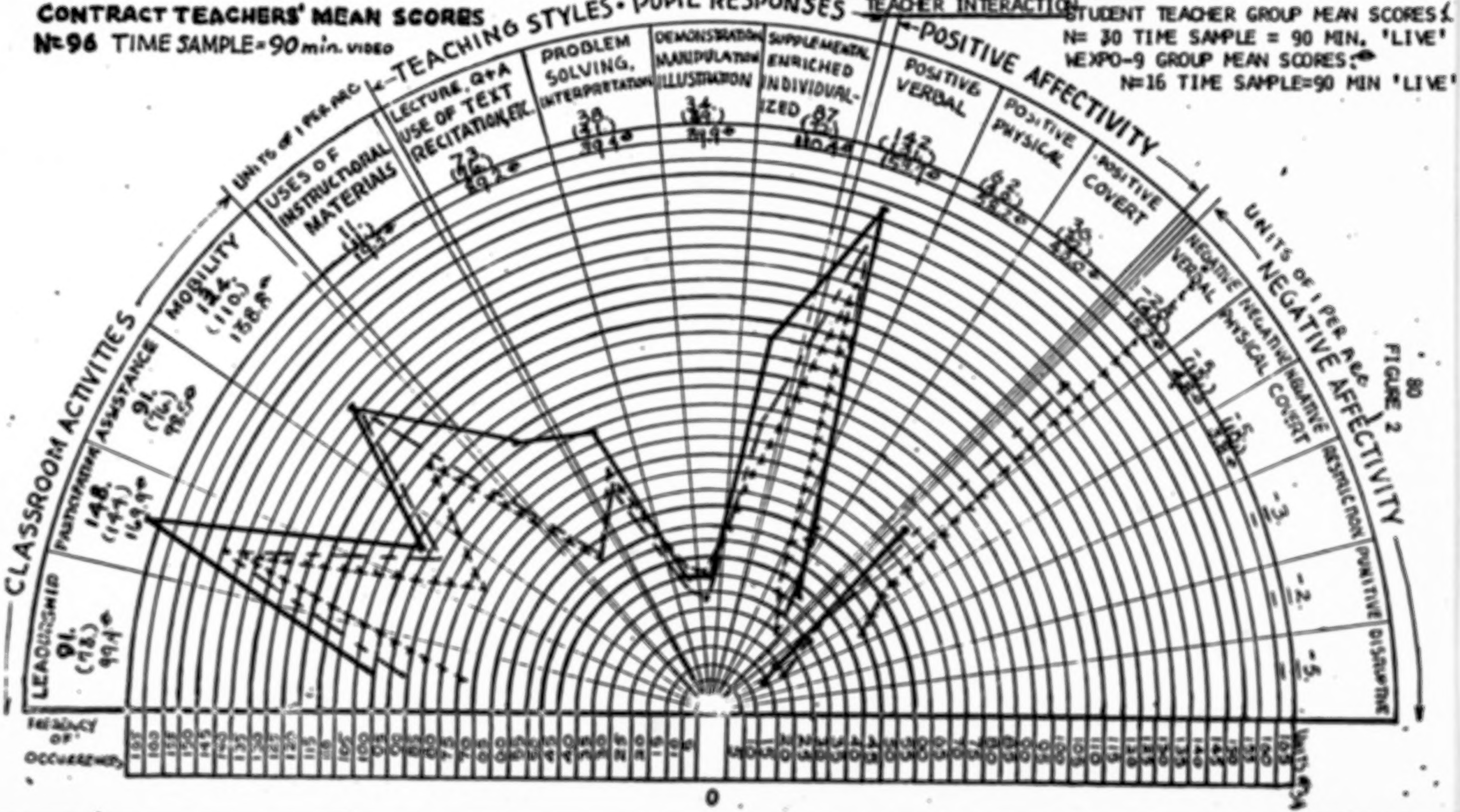

FIGURE 2

SUPERVISING TEACHER EVALUATIONS OF THE WEXPO-9 GROUP

OTHER MEASURES OF THE STUDENT GROUP WERE OBTAINED FROM REACTIONS OF THE SUPERVISING TEACHERS TO PARTICULAR ASPECTS OF THEIR CLASSROOM PERFORMANCES AND TO AIDS FROM THE COLLEGE ADVISERS IN THIS FIRST CONTACT.

EACH SUPERVISING TEACHER WAS ASKED TO EVALUATE HIS STUDENT TEACHER ON ITEMS SHOWN IN APPENDIX C-2: EVALUATION FORM FOR SUPERVISING TEACHERS OF WEXPO-9 FIRST CONTACT STUDENTS. DATA OBTAINED FROM THESE RESPONSES ARE SHOWN IN TABLE 26. FROM WEIGHTED JUDGMENTS CHECKED FOR EACH STUDENT ON EACH ITEM, AN AVERAGE FOR THE ITEM AND FOR THE STUDENT WAS OBTAINED. THESE WERE ARRANGED IN RANK ORDER TO DETERMINE THE ASPECTS JUDGED ABOVE AVERAGE FOR THE GROUP; STUDENT RANK ORDERS WERE OBTAINED FROM THE SUM OF THE WEIGHTS FOR EACH ITEM.

TABLE 26

SUPERVISING TEACHER EVALUATIONS OF THE WEXPO-9 GROUP

EVALUATION JUDGED IN TERMS OF (1) PREVIOUS WSU STUDENT TEACHERS= 14; (2) NEW SUPERVISING TEACHER=2; (3) PREVIOUS STUDENTS FROM OTHER INSTITUTIONS= 5 FROM (1).

WEIGHTS: 4= SUPERIOR; 3= ABOVE AVERAGE; 2= AVERAGE; 1=BELOW AVERAGE; 0=POOR

STUDENT NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16	17	18	19	AVER.	RANK
LESSON PLANS	STUDENT #1 DROPPED FROM COLLEGE————	2	4	4	3	2	2	3	4	4	NO RESPONSE FOR STUDENT #11 FROM SUP.T.	3	2	2	3	3	2	3	2.88	15.5
CONDUCT OF LESSONS		2	4	4	2	1	3	3	4	3		3	2	2	3	2	3	3	2.75	18.0
PROVISION-PUPIL READINESS		2	4	4	2	1	3	2	4	3		3	3	2	3	3	3	3	2.81	17.0
CONTENT PRESENTATION		2	4	4	3	2	3	3	4	3		4	2	2	4	3	3	3	3.06	9.5*
SKILLS PRESENTATION		2	3	4	3	2	3	3	4	3		4	2	2	4	3	3	3	3.00	11.5
USES/INSTRUCTIONAL MATERIALS		2	4	4	2	1	4	4	3	3		3	2	2	3	2	4	4	2.93	13.5
CLARITY-DIRECTIONS		2	4	3	3	2	3	3	4	3		4	3	2	3	3	3	3	3.00	11.5
CREATIVE IDEAS		2	3	4	3	1	4	4	3	2		3	3	2	3	2	4	3	2.88	15.5
VARIETY ACTIVITIES		2	3	4	2	2	4	4	3	3		3	3	2	4	3	4	3	3.06	9.5*
HANDWRITTEN ACCURACY		2	2	3	3	2	3	2	4	-		2	2	3	2	-	2	3	2.50	20.0
RAPPORT WITH PUPILS		2	4	4	3	1	3	3	4	4		3	4	3	3	4	4	3	3.25	4.0*
PROMPTNESS OF ASSIGNMENTS		2	4	4	4	1	2	-	3	4		4	-	2	3	4	3	4	3.14	6.0*
PROFESSIONAL BEHAVIOR		3	4	4	4	2	3	3	4	4		3	3	2	4	3	3	4	3.31	2.0*
INITIATIVE/VOLUNTEERING		2	4	4	4	1	4	4	3	4		2	4	2	4	3	3	4	3.25	4.0*
MANAGEMENT/DISCIPLINE		2	3	4	3	0	3	2	4	2		2	4	3	3	2	3	2	2.62	19.0
GUIDING LESSONS IN PROGRESS		2	3	4	3	1	3	4	4	3		2	3	2	3	3	3	4	2.93	13.5
ASSISTING INDIVIDUAL PUPILS		3	4	4	4	2	3	4	4	4		2	4	3	3	4	3	4	3.44	1.0*
CIRCULATING/CHECKING WORK		2	4	4	4	1	3	4	4	4		2	4	3	3	3	3	4	3.25	4.0*
ABILITY FOR SELF-EVALUATION		2	4	4	3	1	3	4	4	4		3	2	2	4	3	3	4	3.13	7.5*
GROWTH DURING FIRST CONTACT		2	4	4	3	1	3	3	4	4		3	3	2	4	3	3	4	3.13	7.5*
STUDENT 1 AND 15 DROPPED FROM PROJECT VOLUNTARILY NO REPORT FOR # 11	RANK/STUDENT/MEAN:	2.1 15.0	3.7 3.0	3.9 1.0	3.1 10.0	1.4 16.0	3.3 7.5	3.3 7.5	3.8 2.0	3.4 4.5		2.9 12.0	2.9 12.0	2.3 14.0	3.3 7.5	2.9 12.0	3.3 7.5	3.4 4.5	49.0	GROUP 3.06 MEAN

FINDINGS FROM SUPERVISING TEACHER EVALUATIONS

THIS GROUP OF STUDENTS, IN GENERAL, WAS JUDGED TO BE ABOVE AVERAGE IN THE ITEMS CHECKED. TOP RANKINGS FOR 50 PER CENT OF THE ITEMS WERE GIVEN TO ASPECTS OF PERFORMANCE IN ASSISTING INDIVIDUAL PUPILS (1.0); PROFESSIONAL BEHAVIOR (2); INITIATIVE/VOLUNTEERING (4.5); RAPPORT WITH PUPILS (4.5); CIRCULATING/ CHECKING WORK (4.5); PROMPTNESS OF ASSIGNMENTS (6.0); ABILITY FOR SELF-EVALUATION (7.5) AND GROWTH DURING THIS FIRST CONTACT (7.5); USING A VARIETY OF CLASSROOM ACTIVITIES (9.5) AND ACCURACY OF CONTENT PRESENTATION (9.5). PROBLEMS OF DISCIPLINE/MANAGEMENT AND HANDWRITTEN ACCURACY WERE RATED LEAST WELL.

SUPERVISING TEACHER EVALUATIONS OF COLLEGE SUPERVISORY PROCEDURES

EACH SUPERVISING TEACHER WAS ALSO ASKED TO INDICATE REACTIONS TO SUPERVISORY PROCEDURE ITEMS AS SHOWN IN TABLE 27.

TABLE 27

SUPERVISING TEACHER EVALUATIONS OF COLLEGE SUPERVISORY PROCEDURES

WEIGHTS: 3=VERY HELPFUL; 2=SOMEWHAT HELPFUL; 1= OF LITTLE HELP 0= USELESS.	VERY HELPFUL	SOMEWHAT HELPFUL	OF LITTLE HELP	USELESS	AVERAGE	RANK
WORK WITH LESSON PLANNING/STUDENTS	13	1	1		2.80	5.0
WORK WITH UNIT PLAN PREPARATIONS	9	5	1		2.53	6.0
SOURCES/USES OF MATERIALS	10	5			2.67	7.0
SPECIFIC SKILLS AND 'GAMES'	9	4			2.91	4.0
OBSERVATIONAL GRAPHS OF STUDENTS	13	1			3.02	2.0
SUPERVISORY CONFERENCE WITH STUDENT	14	1			2.93	3.0
SUPERVISORY CONFERENCE WITH YOU	15	1			3.13	1.0
NO RESPONSE TO SOME ITEMS=9					MEAN= 2.86	

SUPERVISORY CONFERENCES AND OBSERVATIONAL GRAPHS OF STUDENT PROGRESS WERE RATED IN THE TOP THREE "HELPFUL" POSITIONS. THESE SUPERVISING TEACHERS, THROUGH MEETINGS CONDUCTED FOR THE CENTER IN THE PAST TWO YEARS, WERE WELL ACQUAINTED WITH THE MULTIDIMENSIONAL OBSERVATIONAL INSTRUMENT (RCS-AR II) USED. SEVERAL HAD NOT ONLY EXPRESSED AN INTEREST IN THE USE OF THIS SCHEDULE IN THEIR OWN CLASSROOMS BUT HAD RECEIVED SPECIFIC TRAINING FROM BOTH AUTHORS IN ITS USE. THEIR REACTIONS WERE FAVORABLE TO THE USE OF THIS INSTRUMENT BY THE COLLEGE ADVISER AND SUPERVISOR; THOSE WHO HAD ACTUALLY EMPLOYED THE SCHEDULES FOR THEIR OWN USES STATED THE "SPECIFICITY" OF THE INFORMATION OBTAINED WAS MOST USEFUL IN WORK WITH STUDENT TEACHERS. TWO WORKSHOPS FOR TOTAL SCHOOL STAFFS OF TWO OF THE CENTER SCHOOLS HAD ALSO BEEN ARRANGED BY THE PRINCIPALS TO ACQUAINT THESE TEACHERS WITH PROCEDURES FOR USING THIS SCHEDULE.

APPENDICES

APPENDIX A- 2

WEXPO-9,January 2,1968

Lesson Planning

There are many forms of lesson plans. You are being given three general types in order that you may plan with your supervising teacher which she prefers- OR IF SHE PREFERS THAT YOU USE ONE SHE HAS DEVELOPED.

Lesson plans are guides in the preparation of the lesson, the presentation, and the organization of learning activities. They are the WHY- the WHAT- the HOW (and sometimes the WHEN- the WHO- and the WHERE) of teaching! Few teachers can "wing it" through any lesson. Lesson plans are not listing "Page 52-Do the first seven problems" nor are they "Read the story of Nikko's Adventures and answer the questions on the board"!

As beginners, you will need to think carefully about each step. It will be to your advantage to write out in detail the various steps you plan for the pupils. This saves you running out of gas the first 15 minutes! After you evidence effectiveness in planning, your supervising teacher may eliminate some of this detail.

TYPE I

A. State as concisely as possible your aims (objectives-target-goal) to be undertaken. There will generally be more than one.
B. State the specific activities to be carried out and by whom.
C. State the amount of time you plan to allot to the activities.
D. State the materials which will be needed for the activity.
  Omit obvious items such as chalk, children, blackboard, etc. but include such items as audio-visual materials, manipulative materials, or supplies you expect to use. THEN HAVE THEM READY BEFORE THE LESSON!
E. State your opening explanation, directions, questions, etc.
  How do you plan to keep the activity moving?
  What are the pupils supposed to do?
F. Summarization or lead to the next lesson in that area:
  How will you summarize what is supposed to have been learned?
  What will pupils look forward to?
  Should they be doing anything in the meanwhile? Should you?
G. Evaluation:
  A statement of your evaluation of the lesson should be included with your lesson plans. This will obviously be written after the lesson has been taught. Your supervising teacher may also add her comments.
  What went well? How do you know?
  What was not successful? Why?
  How will you correct it or make it better for next time?
  (Include pupils' remarks and reactions if helpful)

TYPE II
CHART OUTLINE FOR PLANNING

1. Objectives: what children need to learn
  A. Knowledge of ______________(content)
  B. Skill in __________________(application of what skill?)
  C. Attitude or appreciations of ________________(content)
2. Learning Experiences
  A. Activities:(a) for the entire class (b) for groups (c) for individuals
  B. Resources:(a) Books (b) Human (c) Audio-visual (d) Other
3. Evaluation

APPENDIX A- 2 (continued)

Lesson Planning

TYPE III

I. Preparation:
  Written synopsis of lesson content/concepts (outline form)
  A. Purposes: Why should this be taught?
    1. Teacher's purposes:
    2. Pupils' purposes:
II. Materials Needed- supplies, audio-visual, manipulative
III. Timing: period/day/week/unit/block/semester
IV. Background Readiness Motivation Introduction
  How will you get pupils 'mentally set' for this lesson?
  How will you get pupils interested in what you have to teach?
V. Vocabulary Presentation
  What words must pupils know the context meanings of to understand this lesson? This is important-whether in reading, spelling, science, social studies, music, art, etc.
  A. Words or phrases in the exact context of the material:
  B. Multi-sensory presentation: aural-oral, visual, written or motor responses
VI. Guided Silent Reading of Material
  What shall pupils look for in the material? What are they expected to find? What will they be asked? LET THEM KNOW PRIOR TO SILENT READING WHICH MUST PRECEDE ORAL READING OF NEW MATERIAL.
VII. Oral Reading (if any)
  A. Purposes: 1. New material for audience listening
    2. "Selected" parts to study-review-recite-discuss by re-reading
    3. Private diagnosis with the teacher
VIII. Planned Activities:
  What type of practice with this material/subject to consolidate their learning?
IX. Related Activities:
  A. Enriched provisions to enhance the learning- extend meaning(s)
  B. Individual provisions (usually for both faster and slower pupils)
X Evaluations:
  A. Through observations
  B. Through discussions with the children
  C. Through records: written and oral tests samples of work gains in skills reactions of pupils application of skill to other work
  D. Leads to future lessons: Personal reminders Reteaching needs Skills Knowledges Attitudes Appreciations Clarifications

SURVEY QUESTION READ- REVIEW- RECITE- wRite-- -can be used in V thru VIII.

APPENDIX B- 1

"A GRADED LIST OF SPELLING SKILLS"

ADAPTED FROM A "GUIDE TO INSTRUCTION IN THE LANGUAGE ARTS- DETROIT PUBLIC SCHOOLS"

GRADE	SKILL
1	WRITE NAME CORRECTLY FROM MEMORY; IDENTIFY AND WRITE LETTERS OF ALPHABET; COPY WORDS & SENTENCES ACCURATELY; LEARN REASONS FOR CAPITALS AND PUNCTUATION IN WRITTEN WORK
2	NAMES OF ALPHABET LETTERS IN SEQUENCE; DEVELOP BASIC SPELLING VOCABULARY; SPELL AND USE CORRECTLY WORDS STUDIED; CHECK WRITTEN WORK FOR SPELLING ACCURACY; USE REFERENCES FOR SPELLING: BLACKBOARD, LISTS, SPELLERS, TEXTS. PHONIC SKILLS: SINGLE CONSONANTS- BLENDS OF BL, DR, ST); DIGRAPHS (TH, SH, WH, CK-SINGLE SOUND; VOWELS-SHORT AND LONG; VOWEL DIGRAPHS: AI, EA, AE, EE, OO, OA; SILENT LETTERS; DIPHTHONGS-OI, OY, OU; VARIANT SOUNDS OF C, G, S; CONSONANT SUBSTITUTION AND RHYMING. STRUCTURAL ANALYSIS: SINGULAR AND PLURAL (S & ES); IRREGULAR PLURALS (MEN-CHILDREN); ADDING S, ES, ED, ING TO VERBS; TRUE WORDS IN LARGER WORD; NUMBER OF SYLLABLES; COMPOUND WORDS OF TWO KNOWN PARTS; CONTRACTIONS; ABBREVIATIONS; CAPITALS ON PROPER NAMES, TITLES, WEEK, DAYS, MONTH, ETC.
3.	IDENTIFY LETTERS BELONGING IN FIRST, MIDDLE OR LAST PART OF ALPHABET; ALPHABETIZE BY FIRST LETTER; OPPOSITE OR SYNONYMOUS WORDS; ENDINGS OF LY, ER, EST, FUL TO ROOT WORDS.
4	ALPHABETIZE BY 1,2,3 LETTERS; USE GUIDE WORD IN DICTIONARY; PRONOUNCE WORDS BY SYLLABLES; USE HYPHENS TO DIVIDE AT END OF LINE; HYPHENS FOR WORDS SUCH AS FORTY-FIVE; RECOGNIZE PRIMARY ACCENT FOR LONG OR SHORT VOWELS; USE GLOSSARIES, SPELLERS, DICTIONARIES TO LOCATE PRONUNCIATION, MEANING IN CONTEXT, & SPELLING (AS A CHECK FOR SPELLING).
4	KNOW ANTONYMS, SYNONYMS, HOMONYMS IN COMMON USE. PHONIC SKILLS: F=PH ALSO; SHUN=TION; Q=QU; PHONIC SPELLING IN DICTIONARY (DIACRITICAL MARKS) STRUCTURAL ANALYSIS SKILLS: I BEFORE E RULE, GENERALLY; CHANGE F TO V FOR PLURAL (LEAF=LEAVES); DROP FINAL SILENT E TO ADD 'ING' (MOVE-MOVING); APOSTROPHE IN POSSESSIVES (BOY'S-CHILDREN'S); CAPITALS ON GEOGRAPHICAL NAMES, BUSINESS FIRMS, NATIONALITIES, RELIGIONS
5	PHONIC SKILLS: VOWELS HAVE OTHER THAN LONG AND SHORT SOUNDS; TH=BREATH(THICK); VOICED=(THEN) STRUCTURAL ANALYSIS: ENDINGS OF ED, ING, ER, EST, ABLE, FUL AS SUFFIXES; WRITE WORD IN SYLLABLES WITH ACCENT MARKS, VOWEL AND DIACRITICAL MARKS; WORDS ENDING IN Y- PRECEDED BY CONSONANT ARE CHANGED TO I BEFORE ADDING SUFFIX (UNLESS SUFFIX BEGINS WITH I); ENDINGS OF R, S, SH, CH AND I FORM PLURAL BY ADDING ES TO SINGULAR
6	STRUCTURAL ANALYSIS: USE TERMS OF ROOT WORD, DERIVATIVE, PREFIX, SUFFIX; KNOW MEANINGS OF COMMON PREFIXES AND SUFFIXES; IDENTIFY ROOT WORD IN DERIVATIVE; MAKE DERIVATIONS OF KNOWN ROOT WORDS; CHANGE Y TO I IN ONE-SYLLABLE WORDS SUCH AS FLY-FLIES BUT FLY-ING; DOUBLE FINAL CONSONANT BEFORE ADDING VOWEL SUFFIX SUCH AS RUN-NING; BEGIN-BEGINNING, ETC.

APPENDIX B- 2

MODEL FOR TEACHING

PRODUCTIVE- DIVERGENT THINKING

TODAY'S TEACHERS FREQUENTLY HEAR ABOUT THE NEED FOR CREATIVITY- THE USE OF DIVERGENT AND CREATIVE ELEMENTS OF PRODUCTIVE THINKING. TO DIVERGE THOUGHTS AS PRODUCING NEW IDEAS, RESPONSES, OR PRODUCTS A PERSON DRAWS UPON STORED KNOWLEDGE TO MAKE NEW ASSOCIATIONS. THESE RESULT PRIMARILY FROM INFERENCES, IMPLICATIONS, ASSUMPTIONS, OR APPLICATIONS BASED ON EVOLVING LEARNED EXPERIENCES. HOW CAN CHILDREN BE HELPED TO ACQUIRE KNOWLEDGE IN SUCH A WAY THAT THEY MAY DRAW UPON IT READILY?

TO AID TEACHERS IN EXPERIMENTING WITH WAYS TO USE THE 21 STRATEGIES OF TEACHING- OR TOOLS WHICH TEACHERS CAN APPLY TO ALL LEARNING SITUATIONS- THE FOLLOWING ILLUSTRATIONS ASSIST IN PRODUCING VARIOUS BEHAVIORS ESSENTIAL FOR PRODUCTIVE-DIVERGENT THINKING OR ACTION:

1. USE PARADOXES: A PARADOX IS AN INCONSISTENCY BETWEEN THE THINGS PEOPLE HOLD AS TRUE AND THE WAY THEY ACT. IN EXPLORING THE PROBLEM OF POVERTY, HAVE PUPILS CONSIDER SUCH PROVERBS AS "HARD WORK WILL SOLVE ANY PROBLEM." IN SCIENCE, "TOUCHING A TOAD CAUSES WARTS." SENSITIZE PUPILS TO EVALUATE IN TERMS OF WHAT REALLY EXISTS VERSUS WHAT PEOPLE STATE AS TRUE.
2. USE ANALOGIES: POINT OUT HOW INFORMATION, FACTS, OR PRINCIPLES CAN BE DERIVED FROM LOOKING AT SIMILAR SETTINGS. FLIGHT OF BIRDS- FLIGHT OF AIRCRAFT; PRINCIPLE OF SONAR= ABILITY OF BATS TO USE REFLECTED SOUND; SHAPE OF FISH=SUBMARINE DESIGN.
3. SENSING DEFICIENCIES OR UNKNOWNS: THINKING ABOUT WHAT MAN DOES NOT KNOW INSTEAD OF WHAT IS KNOWN. LOOK FOR GAPS, MISSING INFORMATION, UNKNOWNS, INCONSISTENCIES IN KNOWLEDGE. LOST THINGS, THINGS THAT 'BOTHER' PEOPLE, THINGS PEOPLE NEED, THINGS WRONG WITH SOMETHING.
4. WHAT IF? IN WHAT OTHER WAYS? POINT OUT HOW ONE THING LEADS TO ANOTHER. WHAT IF ALL PEOPLE WERE ALIKE? WHAT IF NO ONE PAID TAXES? WHAT IF THERE **WAS** NO GRAVITY ON EARTH?
5. PROVOCATIVE QUESTIONING: ENCOURAGE DEPTH COMPREHENSION RATHER THAN FACTUAL RECALL. HOW MUCH? WHY? HOW COULD YOU? HOW ELSE? SENSITIZE TO QUESTION ASKING AS WELL AS TO ANSWER FINDING.
6. LIST ATTRIBUTES OF THINGS OR QUALITIES: MENTALLY TAKE APART PRODUCT OR PROCESS AND THINK ABOUT USING ITS PARTS- NEW AND UNUSUAL USES FOR COMMON THINGS; VARIATIONS IN USES OF PROCESSES; RATHER THAN DESCRIPTIONS- FUNCTION OR EXPLANATIONS OF WHY THIS IS SO.
7. DEDUCE THE STEPS IN A DISCOVERY THAT APPLY OR VERIFY. TRY 'BRAIN STORMING' SESSIONS ABOUT THE MYSTERY OF EVENTS, PEOPLES'ACTIONS, PHENOMENA.
8. ENCOURAGE ORIGINAL ANSWERS: ALLOW FOR ANSWERS DIFFERENT FROM ONES IN THE BOOK THROUGH AN 'IDEA BEE' WHERE UNUSUAL RESPONSES ARE SOUGHT.
9. TEACH ABOUT RIGIDITIES, FIXATIONS AND HABITS: SHOW HOW LIVES AND FUNCTIONS OF MAN AND MACHINES HAVE BEEN HABIT-BOUND. (JET PROPULSION, KNOWN SINCE CHINESE HISTORY, HAS ONLY BEEN RECENTLY APPLIED; MINERAL WEALTH OF THE SEA, ETC.)
10. FUNCTIONAL FIXITIVENESS: 'A ROSE IS A ROSE IS A ROSE'- WHAT ELSE CAN A ..... BE USED FOR? IN WHAT OTHER WAYS MAY PEOPLE ..... ? WHEN ELSE MIGHT .... HAPPEN? WHERE ELSE MAY ... BE FOUND?
11. BUILD SELF-DIRECTED LEARNING SITUATIONS: LAY THE GROUNDWORK, LEAD THE SITUATION TO A DEFINITE POINT, STOP, LET THE STUDENT BE PUZZLED, INVOLVED, CHALLENGED; OFFER SOLUTIONS (NON-SUPPLY OF 'PAT' ANSWERS).

MODEL FOR TEACHING PRODUCTIVE- DIVERGENT THINKING- P. 2

12. TEACH THE SKILLS OF SEARCH:
    HISTORICAL SEARCH: HOW SOMEONE ELSE SOUGHT OR SOLVED
    DESCRIPTIVE SEARCH- DESCRIBE, COMPARE, CONTRAST SEVERAL METHODS:
        TRIAL AND ERROR, CATEGORIZATION, LISTING
    CONTROLLED SEARCH:EXPERIMENTAL OBSERVATIONS
13. PROVIDE FOR USE OF INTUITION OR 'HUNCHES' AS EDUCATED GUESSES:
14. TEACH PROCESSES OF INVENTION AND INNOVATION: 'IRRITATING PROBLEM', PAST KNOWLEDGE FOR PROPOSED ATTACK, SUSTAINED EFFORT, HARD WORK, ATTEMPTS AND TRIALS, METICULOUS RECORDING OF STEPS, FINDINGS, CONCLUSIONS. EDISON SAID, "I HAVE FOUND 99 WAYS OF NOT INVENTING A LIGHT BULB."
15. "SERENDIPITY"OR CAPITALIZING ON FAILURES, MISTAKES, AND ACCIDENTS LEADING TO THE DEVELOPMENT OF WORTHWHILE THINGS: EARLY EFFORTS OF MAN IN FLIGHT; INVENTION OF VULCANIZING PROCESS; DEATH OF ASTRONAUTS BY ACCIDENT; INSULATION OF ELECTRIC WIRES THROUGH PREVIOUS DISASTERS. MISTAKES ARE THE LEAST PROOF OF EFFORT- ONE MUST LEARN FROM MISTAKES.
16. STUDY LIVES OF CREATIVE INDIVIDUALS: PERSONAL OR SOCIAL DISCOMFORT OFTEN LEADS TO IMPROVEMENT:(SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS, CHILD LABOR LAWS, UNIONS, POLIO VACCINES)
17. ENCOURAGE NEW THINKING BASED ON PRESENT IDEAS OR CONDITIONS: MASS TRANSIT NEEDS, TRAFFIC SAFETY, CONSUMER SAFETY, TRUTH IN PACKAGING, PUBLIC HEALTH.
18. TEACH FOR CAUSE AND EFFECT IN DIFFERENT COMBINATIONS: EVALUATE ANSWERS IN TERMS OF "YES, BUT WHAT IF....?" TO REFUTE OR VERIFY CONSEQUENCES OR IMPLICATIONS.
19. ALERTNESS TO UNEXPECTED RESPONSES: EVALUATION IN TERMS OF RELEVANCY RATHER THAN JUDGMENT ON SNAP DECISIONS OR EMOTION. DON'T REJECT WITHOUT EVIDENCE OF WORTHLESSNESS.
20. DEVELOP SKILLS OF READING CREATIVELY: POINT OUT DIFFERENCES OF READING FOR INFORMATION AND READING FOR IDEA FORMULATION AND DEVELOPMENT. PROVIDE OPPORTUNITIES FOR SCANNING, REARRANGING, SYNTHESIZING INFORMATION.
21. DEVELOP SKILLS FOR PERCEIVING THROUGH ALL SENSES: DRAW ATTENTION TO SHAPES, SIZES, COLORS, TEXTURES, SOUNDS, CONTRASTS, SIMILARITIES, DIFFERENCES.

[1] ADAPTED FROM: "TEACHING STRATEGIES TO EXTEND PRODUCTIVE-DIVERGENT THINKING," FRANK W. WILLIAMS, DIRECTOR OF CREATIVITY AND NATIONAL SCHOOLS PROJECT, NEWSLETTER, MACALESTER COLLEGE, ST. PAUL, MINNESOTA. 1967.

APPENDIX C- 1

WEXPO- 9, March 1968

EVALUATION OF ENGLISH EDUCATION 3537 PRESENTATIONS

Below is a listing of presentations for English Education 3537 this quarter. Will you kindly react, anonymously, to the evaluation of these procedures?

I. Indicate your judgment of the degree of usefulness of the following (Check):

	Very Useful	Quite Useful	Of Average Usefulness	Not Very Useful	Useless
1. Seminar on policies for absences, discipline, conferences with supervising teacher, responsibilities, Wayne Evaluation Form, etc.					
2. Outline forms for lesson planning provided before contact					
3. "A Graded List of Spelling Skills and Activities" Have you used? Yes____Not yet____					
4. Cursive and manuscript examples					
5. Explanation of Linguistic patterns and structural spelling changes					
6. Spelling Activities for Pupils-Projection examples					
7. Investigation of Basal Readers and Language Lab. materials for loan Have you used? Yes___Not yet______					
8. Video tapes of contract teachers' reading lessons: Tapes 40,75,86 Specify why:					
9. Trip: Curriculum Materials Center Have you used facilities yet? Yes Not yet Will					
10. Copy of Curriculum Guide for Lang. Arts from Continuing Ed. Office Have you used parts yet? Yes_____ Not yet_______ Not teaching Primary grades______					
II. Your general reaction to participation in:					
1. Your own presentation of part of a reading/language lesson					
2. Presentation by others (value to you)					
3. Peer comments of your lesson					
4. Instructor comments or explanations of your, or others, lessons					
5. Practice of this type helpful in your own classroom presentations?					
III. 1. Phonic principles and examples (Text and class explanations)					
2. Structural Analysis principals					
3. Vocabulary presentation principals i.e., not in isolation, phonics use					
4. Knowledge of word attack skills					
5, Middle and upper grade skills					
6. Principles of reinforcement					

APPENDIX C- 1 (continued)

IV. Teaching File assignment: Indicate the degree of usefulness and some specific ways you may have used this in your classroom this quarter.

V. Comments regarding the text (Heilman):

VI. What other sources did you find valuable for your teaching- ideas and ways of presenting instruction?

VII. Were there any benefits from being in this "closed" section of Eng. Ed. 3537 for the WEXPO-9 group in Language Arts?

VIII. What were some aspects that could be discarded in this course for other students (being mindful that Pre-school through 8th grade contacts need to be considered?)

IX. Other comments of any type will be valuable. Please center them in the Language Arts area. You will have an opportunity to express your perceptions and judgments regarding Social Studies Education and Student Teaching 3312. Thank you!

APPENDIX C-2

EVALUATION FORM FOR SUPERVISING TEACHERS OF WEXPO-9 FIRST CONTACT STUDENTS

March 1, 1968

Dear ,

The WEXPO-9 Student Teacher group is being evaluated throughout their pre-service teaching in the Region 9 schools: Burton, Campbell, Franklin, Irving, Kennedy and Kennedy Annex schools.

As a Supervising Teacher of one of the WEXPO-9 student teachers, we would be very appreciative of your cooperation in checking on this form your reactions (concerning this student) to the listed items. This will help us plan course work and our supervision for the next quarter. Please feel free to add any comments you may have time for anonymously on the enclosed sheet of blank paper. Thank you very much.

I. In my reactions, this student is being evaluated	YES	NO	NEW SUPERVISOR
in comparison with previous W.S.U. students I have supervised			
in comparison with previous students from other institutions			

Please indicate your reactions as you perceive them at the end of this first contact:

II. In the following areas, I would judge as:	Superior	Above Average	Average	Below Average	Poor
Written lesson plans					
Conduct of specific lessons					
Provision for pupil readiness					
Accurate presentation of content					
Accurate presentation of skills					
Numerous and varied uses of instructional materials					
Clarity of directions					
Creative ideas					
Provision of a variety of classroom activities					
Writing/handwriting accuracy					
Rapport with pupils					
Promptness of assignments					
Professional behavior-responsibility					
Initiative: volunteers "extras"					
Classroom management- discipline					
Guiding lessons in progress					
Assisting individual pupils					
Circulating/checking work in progress					
Ability for self-evaluation/correction					
Growth during first contact					

III. Please indicate your frank reaction to supervisory procedures being used:

	Very Helpful	Somewhat Helpful	Of little help	Useless
Work with lesson planning for students				
Work with unit plan preparations				
Sources of materials-uses in classroom				
Specific skills: spelling,phonics,"games"				
Observational "graphs" of students				
Supervisory conferences with student				
Supervisory information for you				

WEXPO- 9

AN EXPERIMENTAL APPROACH TO THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS FOR INNER-CITY SCHOOLS

PHASE III

CONDUCTED BY THE PERSONNEL OF THE REGION 9 TEACHING CENTER
OF THE
DETROIT PUBLIC SCHOOLS AND THE ELEMENTARY EDUCATION DEPARTMENT
OF THE
COLLEGE OF EDUCATION- WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN

REPORT DESIGNED AND EXECUTED BY DR. VIRGINIA B. MORRISON, ASSOCIATE PROFESSOR
DR. WILLIAM J. RAY, INSTRUCTOR

1968

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CHAPTER I

PHASE III

PREFATORY NOTE

PHASE III OF THE WEXPO- 9 REPORT, CONCERNED WITH THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS FOR INNER-CITY SCHOOLS, FOLLOWS THE SAME STUDENT GROUP THROUGH THE FINAL STUDENT TEACHING CONTACT IN THE REGION 9 SCHOOLS. AN ATTRITION RATE OF 15.8 PER CENT OCCURRED FROM THE INCEPTION OF THE PROGRAM IN THE FALL QUARTER OF 1967 WITH 3 OF THE 19 STUDENTS WITHDRAWING FROM THE PROJECT: STUDENT #15 ACCEPTED A FULL-TIME TEACHING POSITION WITH THE PAROCHIAL SCHOOLS IN THE FALL QUARTER; A SECOND STUDENT (31) WITHDREW COMPLETELY FROM COLLEGE DUE TO ILLNESS AND A THIRD STUDENT (#6) WAS WITHDRAWN FROM HER SECOND TEACHING CONTACT BECAUSE OF UNSATISFACTORY PERFORMANCE IN BOTH CONTACTS AS JUDGED BY TWO SUPERVISING TEACHERS AND BOTH COLLEGE SUPERVISORS.

THE REMAINING 16 STUDENTS WERE AGAIN ENROLLED IN A 'CLOSED' SECTION FOR ENGLISH EDUCATION 3531 (CHILDREN'S LITERATURE) WITH THE JUNIOR AUTHOR AS INSTRUCTOR BUT, DUE TO SCHEDULING PROBLEMS, WERE INCLUDED IN AN 'OPEN' SECTION WITH OTHER COLLEGE STUDENTS FOR MATHEMATICS EDUCATION 3525. THE RATIONALE FOR DEPARTING FROM THE ORIGINAL PLANS OF THE FOUR 'BASIC' METHODS COURSES TAUGHT BY THE ADVISERS-SUPERVISORS ALSO DEVELOPED FROM JUDGMENTS THAT STUDENTS NOW NEEDED EXPOSURE IN THEIR COLLEGE EXPERIENCES TO OTHER STUDENTS, INSTRUCTORS AND ACADEMIC SITUATIONS. COLLEGE SUPERVISORS FOR THE STUDENT TEACHERS WERE ALSO CHANGED: I.E., THOSE STUDENTS SUPERVISED BY THE SENIOR AUTHOR IN THEIR FIRST CONTACT WERE NOW SUPERVISED BY THE JUNIOR AUTHOR IN THE SECOND CONTACT AND VICE VERSA. IN THIS WAY, IT WAS FELT THAT ANY UNINTENTIONAL 'HALO' EFFECT OR SUBJECTIVE BIAS MIGHT BE CANCELLED.

SECOND TEACHING CONTACT (ELEMENTARY EDUCATION 4312)

AS INDICATED ON PAGE 71 OF THIS REPORT, 59 PER CENT OF THE STUDENTS WERE ASSIGNED TO THE SCHOOL OF THEIR FIRST PLACEMENT BY REQUEST; 35 PER CENT REPEATED THE GRADE AND SUPERVISING TEACHER PLACEMENT OF THEIR FIRST CONTACT AND 76 PER CENT OF REQUESTS FOR GRADE LEVEL WERE HONORED. CHOICE OF SUPERVISING TEACHER WAS HONORED FOR 53 PER CENT OF THE STUDENTS WITH THE REMAINING 47 PER CENT EXPRESSING NO PREFERENCE- ACCEPTING PLACEMENT AS CONFIRMED BY THE CONTINUING EDUCATION OFFICE. AGAIN, DUE TO THE EFFORTS OF MRS. KIRKWOOD AND THE COOPERATION OF THE SUPERVISING TEACHERS, PLACEMENTS REQUESTED BY THE COLLEGE SUPERVISORS WERE GRANTED IN ALL CASES.

OBSERVATIONAL PROCEDURES AND MEASUREMENTS

HAVING OBTAINED MEASURES OF MULTI-DIMENSIONAL CHANGES IN THE CLASSROOM PERFORMANCES AND BEHAVIORS OF THE WEXPO-9 GROUP, MEASURED WITH THE ROSCAR II FORM REPORTED IN PHASE II, EMPHASIS WAS SHIFTED TO MEASUREMENT OF LESSON STRATEGIES AND TEACHING STYLES OBTAINED THROUGH OBSERVATIONS OF LESSONS IN THIS SECOND CONTACT.

USING THE OBSERVER SCHEDULE AND RECORD (OS$_C$AR 4 VERBAL) LESSON STRATEGY FORM, DEVELOPED BY DR. DONALD M. MEDLEY OF EDUCATIONAL TESTING SERVICE AND MODIFIED WITH HIS PERMISSION FOR THIS PROJECT[1], EACH STUDENT WAS CODED BY HIS COLLEGE SUPERVISOR (THE SENIOR AND JUNIOR AUTHORS) AND BY ANOTHER COLLEGE SUPERVISOR (FOR RELIABILITY AGREEMENTS) DURING THREE RANDOM DAYS FOR THREE 10-MINUTE TIME SAMPLES OF LESSONS. SINCE STUDENTS WERE FAMILIAR WITH THE TERMINOLOGY AND METHODOLOGY OF THIS TECHNIQUE (SEE PHASE I REPORT OF STUDENT INVOLVEMENT IN "THE LANGUAGE OF TEACHING" CONCEPT), CONFERENCES WITH EACH STUDENT WERE FOCUSED ON THE RESULTS OF TALLIES OBTAINED FROM EACH SUCCESSIVE OBSERVATION. STUDENTS COULD THUS INDIVIDUALLY SET THEIR OWN GOALS AND PROCEDURES FOR ATTEMPTING CHANGES IN THEIR LESSONS WITH FEEDBACK IN THE FORM OF SCHEDULE TABULATIONS PROVIDED BY THE SUPERVISORS FROM THESE LESSONS.

A SAMPLE OS$_C$AR 4 V FORM, FOR A PARTICULAR STUDENT, IS SHOWN IN TABLE 28. THIS STUDENT, TEACHING IN A PRIMARY UNGRADED CLASS, WAS OBSERVED THREE DIFFERENT PERIODS (BY NOTED DATE) FOR 10 MINUTES EACH PERIOD IN A MATHEMATICS LESSON. THE TALLIES OF ENTRIES AND INTERCHANGES ARE SHOWN ON THE SCHEDULE WITH COMPILATION INDICATED ON THE SCORING SHEET IN TABLE 29.

AT THE OPENING OF THE PARTICULAR LESSON, THE OBSERVER TALLIED EACH REBUKING OR CONSIDERATE STATEMENT; DIRECTIVE OR DESCRIPTIVE STATEMENT RELATED TO CLASSROOM PROCEDURES OR THE LESSON; AND SUBSTANTIVE OPENING INFORMATIVE OR PROBLEM-SOLVING STATEMENT LEADING INTO THE QUESTIONING DURING THE LESSON SAMPLE.

FOLLOWING THE SUBSTANTIVE INFORMATIVE OR PROBLEM SOLVING ENTRY, THE TEACHER'S REQUEST FOR A PUPIL RESPONSE AND THE EVALUATIVE REACTION OF THE TEACHER TO THAT RESPONSE WERE CODED IN THE APPROPRIATE COLUMN AND SECTION (DIVERGENT, ELABORATIVE OR CONVERGENT QUESTION LEVEL) WITH THE SUBSEQUENT POSITIVE, NEUTRAL, OR NEGATIVE TYPE OF AFFECTIVE REACTION TO THE PUPIL'S RESPONSE BY THE TEACHER.

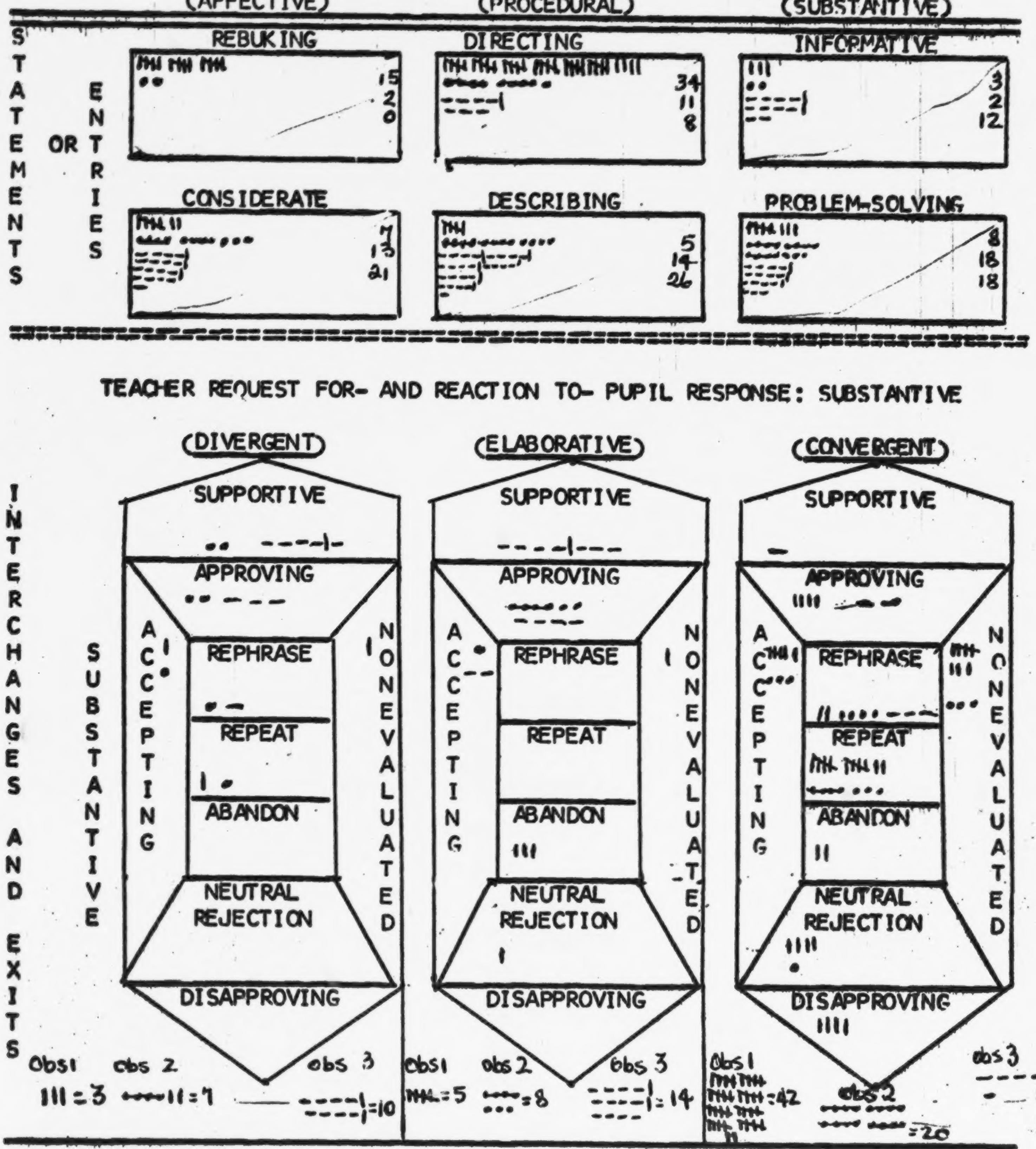
STUDENT #14 EVIDENCED IMPROVEMENT IN EDUCATIONALLY SOUND DIRECTIONS FROM OBSERVATION 1 THROUGH OBSERVATION 3: REBUKING STATEMENTS DECREASED WITH A SUBSTANTIAL INCREASE IN CONSIDERATE STATEMENTS TO PUPILS; HIGHLY DIRECTIVE OR 'ORDER-GIVING' PROCEDURES IN OBSERVATION 1 WERE REPLACED BY MORE DESCRIBING STATEMENTS OF 'MENTAL-SET' OR MOTIVATION; BOTH INFORMATIVE STATEMENTS (IN EXPLANATION) AND PROBLEM-SOLVING STATEMENTS TO INVOLVE PUPILS INCREASED. IN THE ELICITATION OF PUPIL RESPONSE, THIS STUDENT TEACHER SHOWED AN INCREASE IN THE USE OF DIVERGENT-TYPE QUESTIONS; AN INCREASE IN THE USE OF ELABORATIVE ANSWER REQUESTS; AND A SUBSTANTIAL DECREASE IN CONVERGENT-RECALL REQUESTS. HER EVALUATIVE STRATEGIES FOR CARRYING THE LESSON FORWARD SHOWED A DRAMATIC SHIFT FROM THE NEGATIVE OR NEUTRAL REACTIONS TO PUPILS' RESPONSES, IN OBSERVATION 1, TO MORE POSITIVE EVALUATIONS IN OBSERVATIONS 2 AND 3. THROUGH CONFERENCES, HER NEED TO REPEAT LESS (IN IDENTICAL WORDS) WAS BROUGHT TO HER ATTENTION. IT WAS ALSO SUGGESTED THAT SHE USE THE TECHNIQUE OF REPHRASING HER QUESTIONS TO ELICIT MORE ACCEPTABLE ANSWERS FROM PUPILS AND FOLLOW THIS WITH A MORE POSITIVE EVALUATIVE REMARK THAN THAT OF ABANDONING QUESTION OR PUPIL OR NOT EVALUATING PUPIL ANSWERS.

---

[1] DR. DONALD M. MEDLEY, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY: PERMISSION GRANTED TO SENIOR AUTHOR FOR USE OF THE OS$_C$AR 4 V FORM BY LETTER, 1967.

TABLE 28

THE MODIFIED OS$_C$AR 4 VERBAL LESSON STRATEGY FORM


(AFFECTIVE)
(PROCEDURAL)
(SUBSTANTIVE)
STATEMENTS OR ENTRIES
REBUKING
15
2
0
DIRECTING
34
11
8
INFORMATIVE
3
2
12
CONSIDERATE
7
13
21
DESCRIBING
5
14
26
PROBLEM-SOLVING
8
18
18
TEACHER REQUEST FOR- AND REACTION TO- PUPIL RESPONSE: SUBSTANTIVE
INTERCHANGES AND EXITS
SUBSTANTIVE
(DIVERGENT)
(ELABORATIVE)
(CONVERGENT)
SUPPORTIVE
APPROVING
ACCEPTING
REPHRASE
REPEAT
ABANDON
NONEVALUATED
NEUTRAL REJECTION
DISAPPROVING
Obs1
111=3
obs 2
=7
obs 3
=10
obs1
=5
obs2
=8
obs 3
=14
Obs1
=42
obs2
=20
obs3
=6

CODING DATA: TEACHER #14 GRADE/ROOM P.11. 304

DATES 4/25/68 5/1/68 5/30/68 TIMES: 9:00 9:10 9:05 OBSERVER Y.M.

TYPE OF LESSON Mathematics

COMMENTS:

TABLE 29

THE MODIFIED OS$_C$AR 4 VERBAL LESSON STRATEGY SCORING SHEET[1]

TEACHER AFFECTIVE
REBUKING:
1. 15
2. 2 = 17
3. 0

CONSIDERATE:
1. 7
2. 13 = 41
3. 21

TEACHER PROCEDURAL
DIRECTING:
1. 34
2. 11 = 53
3. 8

DESCRIBING:
1. 5
2. 14 = 45
3. 26

TEACHER SUBSTANTIVE:
INFORMATIVE:
1. 3
2. 2 = 17
3. 12

PROBLEM SOLVING:
1. 8
2. 18 = 44
3. 18

	POSITIVE VALENCE				NEUTRAL VALENCE		NEGATIVE VALENCE		
	SUPP	APPR	ACCP	REPHR	REPT	NON-EVAL	ABAN	REJC	DISAPPR
TOTAL DIVERGENT									
1. 3			1		1	1			
2. 7	2	2	1	1	1				
3. 10	6	3		1					
TOT. 20	8	5	2	2	2	1	0	0	0
TOTAL ELABORATIVE									
1. 5						1	3	1	
2. 8		7	1						
3. 14	8	4	2						
TOT. 27	8	11	3			1	3	1	0
TOTAL CONVERGENT									
1. 42		4	6	2	12	8	2	4	4
2. 20		1	3	4	8	3		1	
3. 6	1	2		3					
TOT. 68	1	7	9	9	20	11	2	5	4
115 TOTALS:	17	23	14	11	22	13	5	6	4
	65				35		15		

TEACHER #14 RECORDER VBM SCHOOL FRANKLIN GRADE 3 DATE 4/25- 5/1- 5/30 '68

COMMENTS: SHIFT FROM OBS. I THROUGH OBS. 3:
LESS REBUKING MORE CONSIDERATE LESS "ORDERS" MORE 'MENTAL SET' FOR PUPILS

MORE INFORMATIVE MORE PROBLEM SOLVING INCREASE IN DIVERGENCY AND ELABORATION

LESS CONVERGENCY: SHIFT FROM NEGATIVE AND NEUTRAL TO POSITIVE EVALUATIONS

CONFERENCE DATES: 4/25 5/1 5/30 1968

---

[1] SCORING SHEET: DR. VIRGINIA MORRISON, ANN ARBOR, MICHIGAN. 1968.

ANALYSIS, FINDINGS AND TRENDS OF OBSERVATIONAL DATA

ESTABLISHMENT OF RELIABILITY AND STABILITY COEFFICIENTS:

COEFFICIENTS OF INTER-RATER AGREEMENTS OF OBSERVERS, AS SHOWN IN TABLE 30, FOR THE WEXPO-9 TOTAL GROUP, WERE OBTAINED FROM THE MEANS OF RAW SCORES RECORDED BY THREE DIFFERENT COLLEGE SUPERVISOR-OBSERVERS CODING THE FREQUENCIES OF THE LISTED TYPES OF VERBAL ACTIVITIES ON THE OSCAR 4 V FORM DURING DIFFERENT OBSERVATIONAL PERIODS OF TIME FOR THE SAME STUDENT TEACHER(S).

MEAN SCORES OBTAINED IN EACH CATEGORY BY THESE OBSERVERS WERE TABULATED IN RANK ORDER[1] AND SUBJECTED THUSLY TO AN 'AGREEMENT OF r' FORMULA[2] FOR RELIABILITY AND STABILITY LEVELS OF AGREEMENT.

TABLE 30

INTER-RATER AGREEMENT COEFFICIENTS FOR VERBAL INTERACTION CATEGORIES

STUDENT #	BETWEEN OBS.M-OBS.B (EL.ED.4312)	AGREEMENT OF r	STUDENT #	BETWEEN OBS.R-OBS.B (EL.ED.4312)	AGREEMENT OF r
			16-RELIABILITY=.350		2.76^{xx}
			9-RELIABILITY=.895		17.68^{xx}
14-RELIABILITY=.573		5.54^{xx}	18-RELIABILITY=.782		10.73^{xx}
			12-RELIABILITY=.832		13.15^{xx}
MEAN RELIABILITY= .683			MEAN AGREEMENT=		9.97^{xx}
	(EL.ED.3312-4312)			(EL.ED.3312-4312)	
12-STABILITY =.878		15.86^{xx}	9-STABILITY =.895		17.40^{xx}
16-STABILITY =.733		9.08^{xx}	13-STABILITY =.898		17.46^{xx}
8-STABILITY =.937		26.68^{xx}			
MEAN STABILITY=.862			MEAN STABILITY=.896		
		MEAN AGREEMENT= 14.81^{xx}			MEAN AGREEMENT= 29.40^{xx}

TOTAL WEXPO-9 MEAN SCORES: OBS. M-OBS. R
(EL.ED.3312-4312)

ALL-RELIABILITY =.924

MEAN AGREEMENT=21.22^{xx}

DF= 21 + 21 - 2= 40

$r =_{.05}= .304^{x}$

$r =_{.01}= .393^{xx}$

---

[1] SPEARMAN RANK-ORDER IN H.H. REMMERS, N.L. GAGE, AND J. FRANCIS RUMMEL. A PRACTICAL INTRODUCTION TO MEASUREMENT AND EVALUATION (NEW YORK: HARPER AND ROW, PUBLISHERS, 1965), P. 71.

[2] $r = \frac{r\sqrt{df-2}}{\sqrt{1.-r^2}}$

ALL RELIABILITY (SAME STUDENT- SAME CONTACT (4312)- DIFFERENT TIMES) AND ALL STABILITY COEFFICIENTS (SAME STUDENT- DIFFERENT CONTACTS (3312-4312)- DIFFERENT TIMES) WERE IN AGREEMENT AT HIGHLY SIGNIFICANT LEVELS FOR INTER-RATER AGREEMENT. MEAN RELATIONSHIPS ARE INDICATED IN THE TABLE FOR THE VARIOUS PAIRS OF OBSERVER COMBINATIONS FOR DIFFERENT STUDENTS, SELECTED AS OBTAINED FOR THE FIRST SEVEN STUDENT SAMPLE OF THE TOTAL GROUP, AND FOR THE TOTAL GROUP IN TWO CONTACTS. INTERNAL STABILITY AND RELIABILITY OF THE INSTRUMENT DURING DIFFERENT TIMES IN THE SAME CONTACT AND BETWEEN CONTACTS FOR THE OBSERVERS IS PRESENTED AS A SIGNIFICANT FINDING IN THIS REPORT.

ANALYSIS OF THE DATA

PURPOSES:

THE PROJECT DIRECTORS WERE CONCERNED WITH MEASURING CHANGES IN TEACHING BEHAVIORS, EVIDENCED IN LESSON PRESENTATIONS, IN THIS SECOND QUARTER OF STUDENT TEACHING. AN EMPHASIS IN ALL COLLEGE COURSE WORK BY THE TWO ADVISER-INSTRUCTOR-SUPERVISORS (ED. 3015- SCHOOLS AND SOCIETY; ENGLISH EDUCATION 3537- METHODS AND MATERIALS OF TEACHING LANGUAGE ARTS; SOCIAL STUDIES EDUCATION 4576; AND CHILDREN'S LITERATURE 3531) AS WELL AS IN TEACHING CONTACTS AND FEEDBACK INFORMATION IN CONFERENCES WITH EACH WEXPO-9 STUDENT DURING EL. ED. 3312 AND EL. ED. 4312 WAS PLACED ON THE 'EDUCATIONALLY SOUND DESIRABILITY OF A PREDOMINANCE' IN

1. CONSIDERATION RATHER THAN REBUKING AFFECTIVITY;
2. DESCRIBING (READINESS-MENTAL SET-MOTIVATION-PURPOSE) RATHER THAN DIRECTIVENESS (ORDER-GIVING)
3. PROBLEM-SOLVING SITUATIONS RATHER THAN INFORMATIVE LECTURES;
4. DIVERGENT AND ELABORATIVE RATHER THAN CONVERGENT LEVELS OF QUESTIONING;
5. SUPPORTIVE, APPROVING, ACCEPTING AND REPHRASING (REINFORCEMENT) EVALUATIVE TEACHER REPOSINSES TO PUPILS' IDEAS AND ANSWERS RATHER THAN ABANDONMENT OF QUESTION OR PUPIL, NON-EVALUATION OF PUPIL RESPONSE, NEUTRAL REJECTION OR DISAPPROVAL OF PUPILS' IDEAS AND RESPONSES BY THE TEACHER.

USES OF ROLE-PLAYING TECHNIQUES, FEED-BACK SUGGESTIONS IN CONFERENCES, VIDEO TAPED SESSIONS FOR PLAYBACK, TRAINING IN OBSERVATIONAL PROCEDURES AND CODING OF TEACHERS AND PEERS IN DEMONSTRATION LESSONS, AS WELL AS FAMILIARITY WITH THE DIMENSIONS OF TEACHING BEHAVIORS OF THE OSCAR 4 VERBAL FORM, WERE INCLUDED AMONG THE EXPERIENCES OF THE WEXPO-9 PROJECT GROUP AS DESCRIBED IN PHASES I AND II.

GROUP MEANS IN EACH OF THE THREE OBSERVATIONS AND A TOTAL MEAN FOR EACH CATEGORY WERE OBTAINED AND SUBJECTED TO A FISHER T-TEST OF SIGNIFICANT DIFFERENCES BETWEEN INDEPENDENT GROUP MEANS FOR A SAMPLE OF 15 STUDENTS. ONE STUDENT, IN A PRE-SCHOOL SITUATION, WAS NOT INCLUDED DUE TO THE NATURE OF HER ASSIGNMENT.

TABLE 31 PRESENTS THE CATEGORIES OF VERBAL INTERACTION WITH MEANS, STANDARD DEVIATIONS AND T-TEST DIFFERENCES BETWEEN CATEGORIES. TRENDS FROM OBSERVATION I THROUGH OBSERVATION 3 ARE INDICATED BY VALENCE DIRECTION SIGN AS STRESSED IN THE PURPOSES OF THE PROJECT (ALTHOUGH INFORMATIVE STATEMENTS, CONVERGENT QUESTIONS, ABANDONING OR NON-EVALUATIVE INCIDENCES ARE NOT "BAD", PER SE, AND ARE ASSUMED TO BE A LOGICAL PART OF TEACHING INFLUENCED BY SUBJECT MATTER AREAS, AS WILL BE DISCUSSED IN LATER ANALYSES)

TABLE 31

OS$_C$AR 4 V MEAN OCCURRENCES OF VERBAL INTERACTION: WEXPO-9 SECOND STUDENT TEACHING CONTACT-4312

CATEGORY	OBS.1 MEAN	OBS.1 S.D.	OBS.2 MEAN	OBS.2 S.D.	OBS.3 MEAN	OBS.3 S.D.	TOTAL MEAN	T-DIF. BTWEEN CTGRES	T-DIF. BTWEEN OB.1-3	VAL-ENCE TREND
AFFECTIVE										
REBUKING	3.1	1.4	2.2	1.3	3.8	3.6	9.1		+ .660	−
CONSIDERATE	12.9	3.2	8.5	4.8	10.6	5.3	32.0	+6.05^{xx}	−1.387	+
PROCEDURAL										
DIRECTIVE	10.3	3.2	6.9	2.5	9.7	5.1	26.9		− .375	+
DESCRIBING	10.1	5.4	10.4	7.8	11.0	8.4	31.5	NS	+ .346	+
SUBSTANTIVE										
INFORMING	10.6	5.8	9.2	5.2	11.2	4.5	31.0		+ .316	+
PROBLEM SOLVING	7.8	4.7	6.0	5.5	7.2	5.1	21.0	NS	− .303	−
QUESTIONING										
DIVERGENT	4.1	3.6	5.1	4.4	12.6	9.3	21.8		+3.15^{xx}	+^{xx}
ELABORATIVE	18.1	3.4	11.6	6.0	15.7	5.2	45.3		−1.50	−
					WITH DIVERGENT			+3.04^{xx}		
CONVERGENT	17.5	7.1	18.2	8.6	18.1	13.2	53.8		+ .147	−
					WITH DIVERGENT			+3.68^{xx}		
EVALUATIVE										
SUPPORTING	5.1	.9	4.2	4.0	5.8	4.4	15.1		+ .565	+
APPROVING	13.6	4.4	10.6	7.2	11.8	2.7	36.0		− .384	−
					WITH SUPPORTING			+4.97^{xx}		
					WITH REPHRASING			+4.18^{xx}		
ACCEPTING	9.3	5.5	6.9	4.5	12.1	5.0	28.3		+1.414	+
					WITH SUPPORTING			+2.87^{xx}		
					WITH REPHRASING			+2.48^{x}		
REPHRASING	3.9	3.1	5.2	3.7	7.3	4.4	16.4		+2.43^{x}	+^{x}
ABANDONING	1.4	.1	.4	.08	.5	.4	2.3		−2.50^{x}	+^{x}
					WITH NON-EVALUATE			−3.71^{xx}		
NON-EVALUATIVE	1.4	.7	2.8	1.7	3.3	2.6	7.5		+2.60^{x}	−
					WITH NEUT. REJCN			+2.77^{xx}		
					WITH DISAPPROVAL			+4.15^{xx}		
NEUTRAL REJECTN	1.5	.3	1.3	.40	1.1	.1	3.9		−4.94^{xx}	+^{xx}
DISAPPROVAL	1.3	.4	.0	.0	.8	.1	2.1		−4.72^{xx}	+^{xx}
TOTAL POSITIVE	44.8	17.1	35.4	24.2	47.6	21.8	127.8		+ .378	+
					WITH TOTAL NEUTRAL			+7.19^{xx}		
					WITH TOTAL NEGATIVE			+6.86^{xx}		
TOTAL NEUTRAL	2.8	.8	3.2	1.8	3.8	3.0	9.8		+1.176	−
					WITH TOTAL NEGATIVE			+2.00#		
TOTAL NEGATIVE	5.9	2.1	3.5	1.7	5.7	3.8	15.1		−1.666	+

DF= 17 + 17 − 2= 32 $t = _{.10} = 1.73\#;\ _{.05} = 2.04^{x};\ _{.01} = 2.75^{xx}$

HIGHLY SIGNIFICANT DIFFERENCES IN IMPROVEMENT WERE NOTED IN COMPARISON OF CATEGORIES:

** 1. HIGHLY SIGNIFICANT AMOUNTS OF CONSIDERATENESS TO PUPILS VERSUS REBUKING AFFECTIVITY, ALTHOUGH INSIGNIFICANT TREND DIFFERENCES OCCURRED THROUGH THE QUARTER AT FRACTIONAL LEVELS, MAY BE NOTED.

2. IN PROCEDURES, NO SIGNIFICANT DIFFERENCES WERE NOTED IN AMOUNTS OF DIRECTIVENESS AND DESCRIBING STATEMENTS ALTHOUGH THE FORMER DECREASED AND THE LATTER INCREASED, BUT NOT AT SIGNIFICANT LEVELS.

3. AGAIN, NO SIGNIFICANT DIFFERENCES BETWEEN THE INFORMING AND PROBLEM SOLVING CATEGORIES WERE NOTED; AN INCREASE IN INFORMING AND A DECREASE, AT FRACTIONAL LEVELS, IN PROBLEM SOLVING OCCURRED.

** 4. AMOUNTS OF DIVERGENT QUESTIONING INCREASED AT HIGHLY SIGNIFICANT
LEVELS, THROUGH THE QUARTER, WITH A FRACTIONAL INCREASE IN CONVERGENT
** QUESTIONS. ELABORATIVE QUESTIONS AND CONVERGENT QUESTIONS WERE SIGNIFICANTLY MORE ABUNDANT THAN WERE DIVERGENT QUESTIONS. THIS, AGAIN, MAY HAVE BEEN DUE TO THE INFLUENCE OF SUBJECT MATTER (SPELLING, MATHEMATICS- WITH INHERENT STRUCTURE FOR 'FACTUAL' ANSWERS) AND BECAUSE FEW 'NEW MATH' OR SCIENCE LESSONS WERE OBSERVED. OTHER STUDIES, BY THE SENIOR AUTHOR, HAVE INDICATED THAT SCIENCE AND 'NEW MATH' AREAS CARRY A HIGHER INCIDENCE OF DIVERGENT RESPONSES REQUESTED.

5. IN THE EVALUATIVE RESPONSES OF THE TEACHER TO PUPILS' IDEAS/ ANSWERS, HIGHER INCIDENCES OF POSITIVE VALENCE RESPONSES (SUPPORTING, APPROVING, ACCEPTING AND REPHRASING) OCCURRED THAN EITHER NEUTRAL OR NEGATIVE (REJECTION AND DISAPPROVAL) RESPONSES. APPROVING ANSWERS OCCURRED THE MOST FREQUENTLY,
** (AT HIGHLY SIGNIFICANT DIFFERENCE LEVELS THAN SUPPORTING ANSWERS→+4.97** OR
** REPHRASING TO CUE STUDENTS INTO MORE ACCURATE RESPONSES→+4.18**). ACCEPTING
* ANSWERS WERE THE NEXT MOST FREQUENT EVALUATIVE RESPONSE (SIGNIFICANTLY MORE
* SO THAN SUPPORTING - +2.87** OR REPHRASING- +2.48*). SUPPORTIVE ANSWERS OCCURRED MORE FREQUENTLY THAN DID REPHRASING (OR CUEING-IN) ANSWERS BUT NOT SIGNIFICANTLY SO.

IN THE "NEUTRAL" EVALUATIVE SECTION, STUDENTS TENDED TO NOT EVALUATE PUPIL IDEAS OR ANSWERS MORE THAN THEY ABANDONED THE TOPIC OF LINE OF QUESTIONING; GENERALLY THEIR ELICITATIONS, IN THESE CIRCUMSTANCES, WERE REDIRECTED TO ANOTHER PUPIL WITHOUT EVALUATION OF THE FORMER PUPIL'S ANSWER RATHER THAN TO ABANDON THE QUESTIONING.

RATHER THAN REJECTION OR DISAPPROVAL OF PUPIL RESPONSES, WEXPO-9
* STUDENT TEACHERS ENGAGED IN SIGNIFICANTLY MORE INCIDENCES OF A NON-EVALUATIVE NATURE;(I.E., WOULD MAKE NO RESPONSE RATHER THAN TO REJECT OR DISAPPROVE). NEUTRAL REJECTION, WHEN IT OCCURRED, WAS MORE FREQUENT THAN DISAPPROVAL ALTHOUGH NOT AT SIGNIFICANT LEVELS.

6. SUMMATION OF ALL CATEGORIES CONSIDERED OF A "POSITIVE" NATURE(CONSIDERATE, SUPPORTING, APPROVING, ACCEPTING AND REPHRASING) SHOWED AN INCREASE THROUGH THE QUARTER BUT NOT SIGNIFICANTLY SO. THIS COMPOSITE MEAN,
** HOWEVER, WAS SIGNIFICANTLY HIGHER THAN EITHER THE TOTAL NEUTRAL (ABANDONING AND NON-EVALUATIVE) AT +7.19** AND THE TOTAL NEGATIVE SUMMATION AND MEAN
** (+6.86**).

TRENDS, BY SIGN INTERPRETATION, INDICATE THE WEXPO-9 GROUP IMPROVED IN AMOUNTS OF DIRECTIVENESS AND DESCRIBING, SUPPORTING, ACCEPTING AND TOTAL POSITIVE CATEGORIES. SIGNIFICANT GROWTH WAS NOTED IN THE INCREASE OF DIVERGENT QUESTIONING (.01), REPHRASING (.05), LESS ABANDONMENT OF PUPILS' IDEAS OR RESPONSES BY CHANGING THE TOPICS OR QUESTION, LESS NEUTRAL REJECTION (.01) AND LESS DISAPPROVAL (.01) THAN OCCURRED IN OBSERVATION 1. NEUTRAL REJECTION AND DISAPPROVAL DECREASED AT HIGHLY SIGNIFICANT LEVELS (.01) FROM OBSERVATION 1 THROUGH OBSERVATION 3.

SUMMARY OF FINDINGS:

IT IS CONCLUDED THAT EFFORTS OF THE PROJECT IN ATTEMPTING TO DEVELOP AN AWARENESS AND PRACTICE OF TEACHING BEHAVIORS (VERBAL) OF A POSITIVE AND DESIRABLE NATURE, MEASURED BY THESE PROCEDURES IN THIS PERIOD, WERE SUCCESSFUL IN SIGNIFICANT AREAS OF DIVERGENT QUESTIONING, REPHRASING OR REINFORCEMENT, NON-ABANDONMENT OF TOPIC OR QUESTION-LINE, AND LACK OF REJECTION OR DISAPPROVAL FOR PUPILS' IDEAS AND RESPONSES. OTHER AREAS OF IMPROVEMENT, STRESSED IN THE PROJECT EXPERIENCES, WERE IN THE DESCRIBING (PURPOSE-SETTING); SUPPORTING AND ACCEPTING EVALUATIVE RESPONSES; TOTAL POSITIVE BEHAVIORS AND LACK OF NEGATIVE VERBALISM.

COMPARISON OF TWO SAMPLES OF SECOND CONTACT STUDENT TEACHERS

LEST THE CONCLUSION ADVANCED ABOVE REMAIN UNCONFIRMED THROUGH COMPARISON WITH A SIMILAR GROUP OF WAYNE STATE UNIVERSITY ELEMENTARY EDUCATION STUDENT TEACHERS, COMPARISONS OF TWO SELECTED SAMPLES OF SECOND CONTACT TEACHERS, DURING THIS SAME QUARTER, WERE ANALYZED FOR EVIDENCE OF VERBAL INTERACTION DIFFERENCES:

1. TEN REGION 4, SECOND CONTACT STUDENT TEACHERS (1968-SPRING QUARTER) WERE SELECTED FROM THOSE AVAILABLE IN THE REGION 4 CENTER, CHOSEN FROM THOSE BUILDINGS WITH THE MOST STUDENT TEACHERS FOR EASE OF OBSERVATIONAL SCHEDULING. REGION 4 SCHOOLS ARE OF A SIMILAR SOCIO-ECONOMIC, PUPIL POPULATION AS THE SIX REGION 9 SCHOOLS FOR THE WEXPO-9 GROUP. NO OTHER SELECTION BY AGE, RACE, PREVIOUS EXPERIENTIAL BACKGROUND, PRIOR TO COLLEGE OF EDUCATION ADMISSION, OR SEX WAS MADE. REGION 4 STUDENTS, PURSUING THE REGULAR DEPARTMENTAL PROGRAM, HAD DIFFERENT INSTRUCTORS FOR EACH OF THE BASIC METHODS COURSES, FOR ED. 3015, AND FOR EDUCATIONAL PSYCHOLOGY 3731. IN THE DEPARTMENTAL SEQUENCE, THESE STUDENTS WERE REQUIRED TO COMPLETE ENGLISH EDUCATION 3537 AND CHILDREN'S LITERATURE (ENGLISH EDUCATION 3531) PRIOR TO FIRST CONTACT STUDENT TEACHING (WHEREAS THE WEXPO-9 GROUP WITH THE SAME INSTRUCTOR FOR ED. 3015, ENGLISH EDUCATION 3537; SOCIAL STUDIES EDUCATION 4576 AND CHILDREN'S LITERATURE 3531) BEGAN STUDENT TEACHING FIRST CONTACT WITH THE FIRST TWO COURSES AND THEIR SECOND TEACHING CONTACT CONTIGUOUSLY WITH THE LATTER TWO COURSES. REGION 4 STUDENTS WERE ALSO NOT EXPOSED TO THE ROLE-PLAYING TECHNIQUES, THE KNOWLEDGE OF THE INSTRUMENTATION, AND RECEIVED NO CONFERENCE 'FEED-BACK' FROM THEIR COLLEGE SUPERVISOR OR THE OBSERVER *REGARDING THEIR* OS$_C$AR *4 V SCORES.*
2. TEN REGION 9, SECOND CONTACT STUDENT TEACHERS (1968-SPRING QUARTER) WERE SELECTED FROM THE TOTAL WEXPO-9 GROUP- AGAIN ON THE BASIS OF AVAILABILITY IN REGION 9 BUILDINGS WITH THE MOST STUDENT TEACHERS FOR EASE OF SCHEDULING.
3. BOTH GROUPS OF STUDENTS WERE "PAIRED" WITH AN OPPOSITE NUMBER HAVING THE SAME RANGE OF TOTAL INTERACTION CATEGORIES SCORE (SUMMATION OF ALL FREQUENCIES OF INTERACTION FROM THE OS$_C$AR 4 V). INITIALLY, AS SHOWN IN TABLE 32, NO SIGNIFICANT DIFFERENCES BETWEEN STUDENTS' GROUPS WERE REVEALED IN ANY DISCRETE CATEGORY- AND WERE THUS ASSUMED TO BE "EQUATED" IN INTERACTION SCORES.

TABLE 32 LISTS THE MEAN SCORES OF THESE TWO GROUPS: THE REGION 4 SAMPLE (N=10) AND THE WEXPO-9 SAMPLE (N=10). IN EACH OF THE OBSERVATIONAL COLUMNS (1,2,3) A + OR A - SYMBOL INDICATES THE HIGHEST (BY SIGN INTERPRETATION) SCORING GROUP. TOTALS OF + AND - SYMBOLS (BY VALENCE DIRECTION) ARE SHOWN TO INDICATE THE HIGHEST NUMBER OF POSITIVE AND NEGATIVE VALENCE CATEGORIES FOR EACH GROUP. SIGNIFICANT DIFFERENCES ARE INDICATED BY SINGLE AND DOUBLE ASTERISKS (* AND **). RELIABILITY

COEFFICIENTS OF .684 (2.48**) BETWEEN OBSERVER M AND OBSERVER B; AND OF .759 (3.09**) BETWEEN OBSERVER B AND OBSERVER C FOR THE TWO N=10 SAMPLES (REGIONS 4 AND WEXPO-9) WERE ESTABLISHED.

TABLE 32
$OS_{C}AR$ 4 V MEAN OCCURRENCES OF VERBAL INTERACTION:
WEXPO-9 AND REGION 4 STUDENT TEACHER GROUPS

CATEGORY	OBS 1 9'S	OBS 1 4'S	WEXPO TREND	OBS 2 9'S	OBS 2 4'S	WEXPO TREND	OBS 3 9'S	OBS 3 4'S	WEXPO TREND	TOTAL MEANS 9'S	TOTAL MEANS 4'S	GAIN/LOSS VALENCE WEXPO-9
AFFECTIVE												
REBUKING°	2.1	2.2	+	1.5	3.8	-2.60* +	1.4	2.4	+	5.0	8.4	+
CONSIDERATE	4.3	3.0	+	5.1	2.5	2.55* +	3.9	2.0	+2.71* +	13.3	7.5	+2.00‡ +
PROCEDURAL												
DIRECTING°	7.1	8.7	+	4.2	7.8	-6.26** +	5.2	7.0	-2.54* +	16.5	23.5	-2.41* +
DESCRIBING	5.1	5.8	-	6.4	5.4	+	5.9	4.3	+	17.4	15.5	+
SUBSTANTIVE												
INFORMING°	10.8	8.0	-	8.5	8.5	°	7.8	8.8	+	27.1	25.3	-
PROBLEM SOLVING	3.4	3.0	+	3.5	3.7	-	2.6	2.2	+	9.5	8.9	+
QUESTIONING												
DIVERGENT	3.8	3.2	+	5.0	2.9	+2.00‡ +	3.8	2.4	+	12.6	8.6	+
ELABORATIVE	9.4	7.8	+	9.4	8.1	+	8.7	10.2	-	27.5	26.1	+
CONVERGENT°	21.8	20.8	+	19.4	18.3	+	18.6	16.5	+	59.8	55.6	-
EVALUATIVE												
SUPPORTIVE	1.4	.5	+	.7	.8	-	.9	.4	+	3.0	1.7	+
APPROVING	12.2	8.4	+	10.9	7.1	+	5.7	3.7	+	22.8	19.2	+2.63* +
ACCEPTING	13.1	13.6	-	13.5	14.0	-	9.3	7.0	+	35.9	34.6	+
REPHRASING	3.0	2.4	+	3.8	2.0	+2.69* +	2.2	1.1	+2.74*	9.0	5.5	+2.06* +
ABANDONING°	.6	.8	+	.4	.7	+	1.1	1.3	+	2.1	2.8	+
NON-EVALUATIVE	3.3	3.9	+	3.3	2.5	-	.8	1.7	-2.12* +	7.4	8.1	+
NEUTRAL RJCTN°	1.3	2.2	+	1.2	1.9	-	.6	1.0	-	3.1	5.1	+
DISAPPROVING°	.1	0.0	-	0.0	.2	+	0.0	1.1	-3.55** +	.1	1.3	-3.16** +
TOTAL POSITIVE	34.0	27.9	+	34.0	26.4	+	22.0	14.2	+1.73‡ +	91.0	68.5	+
TOTAL NEUTRAL°	3.9	4.7	+	3.7	3.2	-	1.9	3.0	+	9.5	10.8	+
TOTAL NEGATIVE°	3.5	4.4	+	2.7	5.9	-1.94‡ +	2.0	4.5	-2.27* +	8.2	14.8	+

DF= 17 + 17 - 2 = 32. $=_{.10}$=1.73‡; $_{.05}$=2.10* ; $_{.01}$= 2.88**. °=INVERTED INTERPRETATION BY SIGN.

INITIALLY, IN OBSERVATION 1, THERE WERE NO SIGNIFICANT DIFFERENCES IN ANY OF THE DISCRETE OR COMPOSITE CATEGORIES IN THE PERFORMANCES OF THE REGION 4 AND THE WEXPO-9 SAMPLES OF STUDENT TEACHERS. FROM THIS 'EQUATED' BASE, SIGNIFICANT DIFFERENCES APPEARED IN OBSERVATION 2 IN CATEGORIES OF LESS REBUKING; MORE CONSIDERATION; LESS DIRECTING; MORE USE OF DIVERGENT QUESTIONS; MORE REPHRASING TO ELICIT RESPONSES; AND LESS TOTAL NEGATIVE BEHAVIORS/BY THE WEXPO-9 SAMPLE. THEY ALSO DESCRIBED MORE; USED MORE ELABORATIVE QUESTIONING AND APPROVING STATEMENTS; ABANDONED TOPICS LESS; WERE LESS DISAPPROVING AND MORE POSITIVE IN TOTAL AFFECT. LEVELS OF SIGNIFICANCE ARE SHOWN ON THE ABOVE TABLE.

BY OBSERVATION 3, THE WEXPO-9'S MAINTAINED SIGNIFICANT LEADS IN CONSIDERATION TO PUPILS; LESS DIRECTIVENESS; MORE APPROVING AND REPHRASING STATEMENTS AND SIGNIFICANTLY LESS DISAPPROVING EVALUATIONS. TOTAL GAINS OVER THE REGION 4 SAMPLE WERE REFLECTED IN ~~17~~18 OF THE 20 CATEGORIES SHOWN. THE VALENCE DIRECTIONS, BY SIGN INTERPRETATION INDICATES THE OUTSTANDING PERFORMANCE OF THE WEXPO SAMPLE ALTHOUGH

ONE EXCEPTION OCCURRED IN THE AREA OF "INFORMING STATEMENTS" WHICH, AGAIN, MAY WELL HAVE BEEN INFLUENCED BY SUBJECT MATTER AREA. THIS HYPOTHESIS WILL BE TESTED IN A LATER PRESENTATION OF SUBJECT AREA DIFFERENCES OCCURRING AMONG THE WEXPO-9 SAMPLE.

ANALYSIS OF "GROWTH"[1] IN STUDENT TEACHING

DATA FROM THESE TWO SAMPLES ALSO INDICATED AREAS OF "GROWTH" THROUGHOUT THE SECOND CONTACT TEACHING QUARTER. THE LITERATURE REPORTS INDICATE THAT SOME GROWTH, INHERENTLY, OCCURS DURING THE TEACHING EXPERIENCE. IN ORDER TO ASCERTAIN "GROWTH" DIFFERENCES, THE FOLLOWING TABLE 33 TABULATES MEAN OCCURRENCES FOR BOTH TEACHER SAMPLES FROM OBSERVATION 1 THROUGH OBSERVATION 3 WITH SIGNIFICANT DIFFERENCES SUBJECTED TO THE FISHER t-TEST OF INDEPENDENT GROUP MEANS.

TABLE 33

VERBAL INTERACTION CHANGES IN STUDENT TEACHING BEHAVIORS:
WEXPO-9 AND REGION 4 GROUPS

CATEGORY	N= 10 REGION 4 OBS.1 MEAN	REGION 4 OBS.3 MEAN	GAIN/ LOSS	SIGN t[1]	N= 10, WEXPO-9 OBS.1 MEAN	WEXPO-9 OBS.3 MEAN	GAIN/ LOSS	SIGN t[1]	WEXPO-9 VALENCE TREND
AFFECTIVE									
REBUKING	2.2	2.4	+	-	2.1	1.4	-	+	+
CONSIDERATE	3.0	2.0	-	-	4.3	3.9	-	-	_ -
PROCEDURAL									
DIRECTING	8.7	7.0	-	+	7.1	5.2	-	+	+
DESCRIBING	5.8	4.3	-	-	5.1	5.9	+	+	+
SUBSTANTIVE									
INFORMING	8.0	8.8	+	-	10.8	7.8	-	+-2.14*	+
PROBLEM SOLVING	3.0	2.2	-	-	3.4	2.6	-	-	-
QUESTIONING									
DIVERGENT	3.2	2.4	-	-	3.8	3.8	+	+	+
ELABORATING	7.8	10.2	+	+	9.4	8.7	-	-	-
CONVERGENT	20.8	16.5	-	+	21.8	18.6	-	+	+
EVALUATIVE									
SUPPORTIVE	.5	.4	-	-	1.4	.9	-	-	-
APPROVING	8.4	3.7	-	—5.05**	12.2	5.7	-	—2.32* -	-
ACCEPTING	13.6	7.0	-	—4.13**	13.1	9.3	-	—2.53* -	-
REPHRASING	2.4	1.1	-	—2.45*	3.0	2.2	-	-	-
ABANDONING	.8	1.3	+	-	.6	1.1	-	-	-
NOT EVALUATED	3.9	1.7	-	++2.82*	3.3	.8	-	+-4.80**+	+
NEUTRAL RJCTN	2.2	1.0	-	++2.40*	1.3	.6	-	+	+
DISAPPROVING	0.0	1.1	+	—3.55**	.1	0.0	-	+-3.55**+	+
TOTAL POSITIVE	27.9	14.2	-	—3.11**	34.0	22.0	-	-	-
TOTAL NEUTRAL	4.7	3.0	-	+	3.9	1.9	-	+	+
TOTAL NEGATIVE	4.4	4.5	+	-	3.5	2.0	-	+	+
				6*				10*	

DF= 17 + 17- 2= 32.   t$_{.05}$= 2.10*; t$_{.01}$= 2.88**

SIGN INTERPRETATION += DESIRABLE GAIN
-= LOSS OR UNDESIRABILITY JUDGED BY PROJECT GOALS

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[1] HENRY E. GARRETT, STATISTICS IN PSYCHOLOGY AND EDUCATION, LONGMANS, GREEN AND CO., NEW YORK: 1958, P. 449.

HIGHLY SIGNIFICANT LOSSES IN APPROVING AND ACCEPTING BEHAVIORS, AFFECTING A SIGNIFICANT LOSS IN TOTAL POSITIVE BEHAVIORS, AND A SIGNIFICANT LOSS IN REPHRASING STATEMENTS MARKED THE REGION 4 SAMPLE. AT SIGNIFICANT LEVELS, HOWEVER, LESS EVENTS OF NON-EVALUATION OR NEUTRAL REJECTION OCCURRED THROUGHOUT THE QUARTER. GROWTH, ALTHOUGH NOT SIGNIFICANT, WAS IN THE AREAS OF LESS DIRECTIVENESS, MORE ELABORATIVE AND CONVERGENT QUESTIONING AND IN TOTAL NEUTRAL AFFECTIVITY. LOSSES NOTED IN THE EMOTIONAL CLIMATE-EVALUATIVE POLES INCLUDED INCREASES IN NEGATIVE AND NEUTRAL BEHAVIORS AND DECREASES IN HIGHLY POSITIVE AREAS. NO SIGNIFICANT GAINS IN CONTENT (SUBSTANTIVE) CATEGORIES OCCURRED. GAINS WERE DETECTED IN 6 OF THE 20 CATEGORIES UNDER DISCUSSION OR IN 30.0 PER CENT OF THE DIMENSIONS.

THE WEXPO-S GROUP SHOWED A SIMILAR, ALTHOUGH NOT AS HIGHLY SIGNIFICANT, DECREASE IN THE APPROVING AND ACCEPTING CATEGORIES BUT HIGHLY SIGNIFICANT DECREASES IN EVENTS OF NON-EVALUATION OR DISAPPROVAL. A SIGNIFICANT DECREASE IN INFORMING (LECTURING) WAS NOTED IN THE SUBSTANTIVE CATEGORY. GAINS WERE APPARENT IN 10 OF THE 20 CATEGORIES OR IN 50 PER CENT OF THE DIMENSIONS. IN THE SAME PERIOD, THE WEXPO-S GROUP SHOWED A POSITIVE VALENCE PREDOMINANCE.

SUBJECT AREA PATTERNS OF VERBAL INTERACTION

VARIANT BEHAVIORS WITHIN GROUPS, AND HIGHLY SIGNIFICANT INTER-RATER AGREEMENT LEVELS, SEEMED TO WARRANT FURTHER ANALYSIS TO DETECT CHANGES AND DIFFERENCES IN SUBJECT MATTER AREAS.

RAW SCORES AND MEANS FOR ALL STUDENTS TEACHING THE SAME SUBJECT AREA LESSONS IN BOTH OBSERVATIONS 1 AND 3 WERE COMPUTED TO REVEAL PATTERNS OF BEHAVIORS (GAINS OR LOSSES) PECULIAR TO INTERACTIONS IN READING, SOCIAL STUDIES AND MATHEMATICS. NO DATA WERE GATHERED FROM THE REGION 4 SAMPLE.

TABLE 34
SUBJECT AREA VERBAL INTERACTION MEANS IN
OBSERVATIONS 1 AND 3 OF THE WEXBO GROUP

	READING 1/3 OF SAMPLE N=5		GAIN OR	SOCIAL STUDIES 1/3 OF SAMPLE N=5		GAIN OR	MATHEMATICS 2/3 OF SAMPLE N=10		GAIN OR
CATEGORY	OB.1	OB.3	LOSS	OB.1	OB.3	LOSS	OB.1	OB.3	LOSS
REBUKING	2.2	.6	→	.6	.8	←	2.3	1.0	→
CONSIDERATE	4.6	3.4	++	12.4	9.8	—	4.4	10.0	++
DIRECTIVE	7.2	3.8	→	8.4	6.6	→	7.9	3.0	→
DESCRIBING	6.8	6.8	oo	9.8	10.6	++	4.6	8.9	++
INFORMING	10.4	7.0	→	11.8	11.2	→	10.6	7.6	→
PROBLEM SOLVING	2.6	2.8	++	7.8	6.6	—	5.0	5.5	++
DIVERGENT	3.0	5.4	+→	6.2	8.4	+→	6.6	10.4	+→
ELABORATIVE	10.4	7.4	—	13.2	8.8	—	9.8	12.0	++
CONVERGENT	20.6	18.0	→	22.0	14.6	→	19.9	18.1	→
SUPPORTIVE	1.0	1.2	+→	3.0	3.8	+→	2.0	4.4	+→
APPROVING	12.6	7.4	—	17.8	12.6	—	8.0	10.5	++
ACCEPTING	13.0	16.0	+→	13.4	18.0	+→	9.8	12.1	+→
REPHRASING	3.4	4.0	++	4.4	4.2	—	4.3	5.8	++
ABANDONING	.2	.8	←	.2	1.0	←	.8	.3	→
NON-EVALUATIVE	3.0	.8	→	1.4	1.4	oo	4.3	2.8	→
NEUTRAL REJCTN	.8	.2	→	1.4	1.0	→	1.5	.5	→
DISAPPROVAL	0.0	0.0	oo	.2	0.0	→	.1	0.0	→

CONSISTENT PATTERNS OF VERBALISM IN THESE THREE SUBJECT AREAS OCCURRED WHEN COMPARING MEAN CHANGES FROM OBSERVATION 1 THROUGH OBSERVATION 3 WITH STUDENTS AGAIN MORE CONSIDERATE THAN REBUKING; MORE DESCRIPTIVE THAN DIRECTIVE; MORE INFORMATIVE THAN PROBLEM ORIENTED; USING MORE CONVERGENT QUESTIONS; MORE POSITIVE THAN NEUTRAL OR NEGATIVE EVALUATIVE RESPONSES; AND MORE NEUTRAL THAN NEGATIVE IN THEIR BEHAVIORS WITH PUPILS.

SUBJECT LESSON VARIATIONS IN

1. AFFECTIVITY- MATHEMATICS AREA SHOWING GREATEST GAINS
2. PROCEDURES- GAINS REPLICATED IN MATHEMATICS
3. SUBSTANTIVE- A CONSISTENT DECREASE, IN ALL SUBJECT AREAS, IN THE USE OF INFORMING AND THE GREATEST USE OF PROBLEM SOLVING IN THE MATHEMATICS AND READING AREAS
4. QUESTIONING- DIVERGENT QUESTIONING INCREASED IN ALL SUBJECT AREAS WITH THE GREATEST INCREASE AGAIN THE MATHEMATICS LESSONS
   A CONSISTENT DECREASE IN THE USE OF CONVERGENT QUESTIONS, GREATEST IN THE SOCIAL STUDIES AREA
   A SURPRISING DECREASE IN THE USE OF ELABORATIVE QUESTIONING IN READING AND SOCIAL STUDIES AND AN INCREASE IN MATHEMATICS LESSONS
5. EVALUATION- GAINS IN SUPPORTIVE BEHAVIORS IN ALL SUBJECT FIELDS
   LOSSES IN APPROVING REMARKS IN READING AND SOCIAL STUDIES WITH GAINS IN MATHEMATICS
   CONSISTENT GAINS IN ACCEPTING EVALUATIONS
   REPHRASING GAINS IN READING AND MATHEMATICS BUT A SLIGHT LOSS IN THE SOCIAL STUDIES SITUATIONS
   MORE ABANDONING OF TOPIC OR QUESTION IN READING AND SOCIAL STUDIES LESSONS AND LESS OCCURRENCES IN MATHEMATICS
   DECREASES IN NON-EVALUATIVE EVENTS IN READING AND MATHEMATICS
   DECREASES IN OCCURRENCES OF NEUTRAL REJECTION OF PUPILS' IDEAS OR RESPONSES IN ALL SUBJECT FIELDS
   EXTREMELY FEW AND DECREASING AMOUNTS OF DISAPPROVING EVALUATIVE REMARKS IN ALL AREAS.

GAINS, BY _A PRIORI_ PROJECT GOALS, IN POSITIVE VALENCE DIRECTIONS WERE MOST APPARENT IN EVERY MEASURED CATEGORY FOR THE MATHEMATICS AREA; IN 53 PER CENT OF THE CATEGORIES FOR SOCIAL STUDIES; AND IN 71 PER CENT FOR READING LESSONS. SUBJECT MATTER VARIATION, OBVIOUSLY, IS AN AREA FOR MUCH MORE SYSTEMATIC RESEARCH SINCE THE SMALL SAMPLES EMPLOYED MIGHT WELL HAVE BEEN INFLUENCED BY A FEW OUTSTANDING MATHEMATICS STUDENT TEACHERS.

SUPERVISING TEACHERS; EVALUATIONS OF WEXPO-9 SECOND CONTACT

AS IN PHASE II, THE SUPERVISING TEACHERS OF THE WEXPO-9 GROUP WERE ASKED TO RATE THE STUDENT, ON A 5-POINT SCALE, IN 20 AREAS. THESE RATINGS ARE SHOWN IN TABLE 35. EVALUATIVE ITEMS WERE RANK-ORDERED TO ASCERTAIN THOSE AREAS OF STRENGTH FOR THE TOTAL GROUP AND TO MEASURE INDIVIDUAL AND GROUP IMPROVEMENT IN TIME.

TABLE 35

WEXPO-9 SECOND CONTACT EVALUATIONS BY REGION 9 CENTER SUPERVISING TEACHERS

ITEM # STUDENT #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AV.	RANK
LESSON PLANS	DROPPED-ILLNESS	3	NO REPORT- BAD CONTACT	5	5	DROPPED- UNSATISFACTORY PROGRESS	4	5	4	5	4	5	3	3	DROPPED-END OF 1ST QUARTER-EMPLOYED	5	4	3	NO REPORT - SECOND CONTACT	4.1	16
CONDUCT/LESSONS		3		5	5		5	5	5	5	4	5	3	4		5	4	3		4.4	6
PROVISION/PUPIL READNSS		2		5	5		5	5	4	5	3	5	3	4		5	4	3		4.1	16
CONTENT/PRESENTATION		3		5	4		5	5	5	5	4	5	3	4		5	4	3		4.2	12
SKILLS PRESENTATION		3		5	5		5	5	5	3	3	5	3	4		5	4	3		4.2	9
USES/INSTRCTN MTRLS		3		5	5		5	5	4	5	4	5	3	3		5	4	4		4.3	9
CLARITY DIRECTIONS		2		5	5		5	5	5	5	3	5	3	4		5	4	3		4.2	12
CREATIVE IDEAS		3		5	4		5	4	4	5	3	5	3	3		5	4	4		4.1	16
VARIETY P.ACTVTIES		2		5	4		5	5	4	5	3	5	2	4		5	4	4		4.1	16
HADWRT/PRNTG ACCURACY		3		4	5		5	5	4	5	-	5	3	5		4	4	4		4.0	20
RAPPORT W/PUPILS		3		5	5		5	5	4	5	3	5	4	5		5	5	4		4.5	3.5
PROMPTNESS/PLANS		3		5	5		5	5	4	5	3	5	3	3		5	5	3		4.2	12
PROFESSIONAL BEHAVIOR		3		5	5		5	5	5	5	5	5	3	4		5	5	4		4.6	2
INITIATIVE/VOLUNTEERING		3		5	5		4	5	4	5	5	5	3	3		5	5	4		4.1	16
MANAGEMENT/DISCIPLINE		3		5	5		4	4	4	4	4	5	3	5		5	4	3		4.1	16
GUIDING LESSONS		3		5	5		5	5	5	4	4	5	4	4		5	5	3		4.4	6
ASSISTING INDIV. PUPILS		4		5	5		5	5	5	5	5	5	4	4		5	5	4		4.7	1
CIRCULATING/CHECKING WRK		3		5	5		5	5	4	5	4	5	4	4		5	5	4		4.5	3.5
ABILITY-SELF-EVALUATION		3		5	5		5	5	4	5	4	5	3	3		5	5	3		4.3	9
GROWTH FROM CONTACT BGN		3		5	5		5	5	4	5	5	5	3	4		5	4	4		4.4	6
SUM=		58		99	97		97	98	87	98	73	100	63	77		99	88	70		86.0	
MEAN				*	*				*				*	*				*			
		2.9	NR	4.9	4.8	1.2	4.8	4.9	4.4	4.9	3.8	5.0	3.2	3.9		5.0	4.4	3.5	NR	4.3	
FIRST CONTACT RATING		2.1	3.7	3.9	3.1		3.3	3.3	3.8	3.4	NR	2.9	2.9	2.3		3.3	2.9	3.3	3.4	3.2	

NR=NO REPORT
COMPARISON WITH PREVIOUS WAYNE STATE COLLEGE OF EDUCATION STUDENT TEACHER= 11
COMPARISON WITH PREVIOUS STUDENT FROM ANOTHER INSTITUTION = 6
NEW SUPERVISOR = 1
* SAME SUPERVISING TEACHER FOR BOTH CONTACTS = 6

A MEAN GAIN IN GRADE EVALUATION FOR THE TOTAL GROUP EQUALLED 1.17 UNITS; CORRELATIONS BETWEEN FIRST CONTACT AND SECOND CONTACT GRADES WERE ESTABLISHED AT .934 WITH THE FIRST THREE PRIORITY ITEMS OF STRENGTH ASSISTING INDIVIDUAL PUPILS; PROFESSIONAL BEHAVIOR; RAPPORT WITH PUPILS-CIRCULATING AND CHECKING PUPIL WORK.

ANALYSIS OF SOCIAL CLASS BACKGROUND

A FINAL ANALYSIS IS CONCERNED WITH THE RELATIONSHIPS OF THE OBSERVATION SCORES OBTAINED FROM THE OS_CAR 4 V INSTRUMENTATION TO THE SOCIAL CLASS FACTOR. USING A TWO-FACTOR INDEX, OCCUPATION AND EDUCATIONAL LEVEL OF THE HEAD OF THE HOUSEHOLD, TABLE 36 SHOWS THE DIVISION OF THE WEXPO-9 STUDENTS INTO CLASSES 2-5.

TABLE 36

SOCIAL CLASS BACKGROUND RELATED TO VERBAL INTERACTION MEAN SCORES OF THE OS$_C$AR 4 V FORM OF THE WEXPO-9 GROUP WITH INNER-CITY ELEMENTARY SCHOOL CHILDREN

CATEGORY	SOCIAL CLASS 2 MEAN	SOCIAL CLASS 3 MEAN	SOCIAL CLASS 4 MEAN	SOCIAL CLASS 5 MEAN	GRAND MEAN SCORES	SOCIAL CLASS 2 + OR -	SOCIAL CLASS 3 + OR -	SOCIAL CLASS 4 + OR -	SOCIAL CLASS 5 + OR -	HIGHEST++ LOWEST -- VALENCE[1]
AFFECTIVE										
REBUKING	1.83	2.25	2.00	3.33	2.35	- .52	- .10	- .35	+ .98	3 ++ 5 --
CONSIDERATE	4.66	4.00	2.00	3.00	3.41	+1.25	+ .59	-1.41	- .41	2 ++ 4 --
PROCEDURAL										
DIRECTING	7.66	7.50	7.00	9.33	7.87	+ .11	- .37	- .87	+1.46	3 ++ 5 --
DESCRIBING	6.33	4.75	6.00	4.67	5.43	+ .90	- .68	+ .57	- .76	2 ++ 3 --
SUBSTANTIVE										
INFORMING	7.17	12.37	6.00	7.33	8.21	-1.04	+4.16	-2.21	- .88	4 ++ 3 --
PROBLEM SOLVING	3.33	3.62	2.50	2.33	2.94	+ .39	- .68	- .44	- .61	2 ++ 3 --
QUESTIONING										
DIVERGENT	4.83	3.75	3.00	1.00	3.14	+1.69	+ .61	- .14	-2.14	2 ++ 5 --
ELABORATING	12.00	7.87	5.50	6.67	8.01	+3.99	- .14	-2.51	-1.34	2 ++ 4 --
CONVERGENT	24.33	19.25	16.00	23.33	20.72	+3.61	-1.47	-4.72	+2.61	4 ++ 2 --
EVALUATIVE										
SUPPORTIVE	1.16	1.00	0.00	.66	.70	+ .46	+ .30	- .70	- .04	2 ++ 4 --
APPROVING	15.50	9.12	4.00	8.00	9.15	+6.35	- .03	-5.15	-1.15	2 ++ 4 --
ACCEPTING	15.00	11.87	15.00	12.66	13.63	+1.37	-1.76	+1.37	- .97	2&4 ++ 3 --
REPHRASING	3.16	3.00	2.00	2.33	2.62	+ .54	+ .38	- .62	- .29	2 ++ 4 --
ABANDONING	.33	1.00	0.00	1.33	.66	- .33	+ .34	- .66	+ .67	4 ++ 5 --
NON-EVALUATIVE	3.33	3.37	2.50	5.33	3.63	- .30	- .26	-1.13	+1.70	4 ++ 5 --
NEUTRAL REJECTION	2.66	1.50	1.00	.66	1.45	+1.21	+ .05	- .45	- .79	5 ++ 2 --
DISAPPROVING	.16	0.00	0.00	0.00	.04	+ .12	- .04	- .04	- .04	3/4/5++ 2 --
TOTAL POSITIVE	7.90	5.80	4.60	5.33	5.91	+1.99	- .11	-1.31	- .58	2 ++ 4 --
TOTAL NEUTRAL	1.83	2.00	1.00	1.83	1.07	+ .76	- .93	- .07	+ .76	2&5 ++ 3 --
TOTAL NEGATIVE	1.55	1.25	1.83	1.02	1.41	+ .14	- .16	+ .42	- .39	5 ++ 4 --
N=	6	6	2	3	= 17					

SCORES FROM STUDENT IN SOCIAL CLASS 1 AND PRE-SCHOOL SITUATION OMITTED FROM THESE DATA.

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[1] KEITH BERKELEY, DOCTORAL DISSERTATION, WAYNE STATE UNIVERSITY, 1968.

SIGN INTERPRETATIONS, INDICATING POSITIVE OR NEGATIVE VALENCE DIRECTION, ARE INDICATED IN THE FAR-RIGHT COLUMN BY SOCIAL CLASS; I.E., THE MOST FREQUENT OR HIGHEST OCCURRENCES OF NEGATIVE CATEGORIES OF "REBUKING" ARE VALUED AS NEGATIVE; THE LEAST OCCURRENCES OF "REBUKING" ARE VALUED AS A POSITIVE DIRECTION.

OF THE 17 DISCRETE MEASUREMENTS AND THE THREE COMPOSITE CATEGORIES, SOCIAL CLASS 2 (UPPER-MIDDLE) SCORED MOST POSITIVELY IN 11 CATEGORIES AND NEGATIVELY IN ONLY THREE. SOCIAL CLASS 4 (MIDDLE-LOWER) SCORED HIGHEST IN FIVE CATEGORIES AND NEGATIVELY IN SEVEN, BY VALENCE. CLASS 5 (LOWER) STUDENTS SCORED POSITIVELY IN ONLY 4 (LEAST DISAPPROVING, LEAST TOTAL NEUTRAL AND LEAST TOTAL NEGATIVE) SHARING EQUAL DEVIATIONS FROM THE GRAND MEAN WITH OTHER GROUPS- AND LOWEST IN REBUKING, DIRECTIVENESS, DIVERGENT QUESTIONING WITH MORE ABANDONING AND NON-EVALUATIVE EVENTS THAN THE OTHER CLASSES. CLASS 3 (MIDDLE-MIDDLE) WAS HIGHLY DIRECTIVE BUT NON-REBUKING OR DISAPPROVING WHEN DEVIATIONS FROM THE MEAN WERE COMPUTED IN COMPARISONS.

THESE FINDINGS SEEM CONTRARY TO THE OPINIONS HELD THAT SOCIALLY UPPER-CLASS STUDENTS FIND IT "DIFFICULT TO RELATE WELL" WITH CHILDREN FROM INNER-CITY SCHOOLS BECAUSE THEIR OWN CULTURE IS SO DIFFERENT. IN THIS SMALL SAMPLE, IT WAS THE UPPER-MIDDLE CLASS STUDENT GROUP THAT WAS THE MOST CONSIDERATE; USED THE MOST PUPIL READINESS STATEMENTS; EMPLOYED THE MOST PROBLEM-SOLVING, DIVERGENT AND ELABORATIVE QUESTIONING; THE MOST SUPPORTIVE, APPROVING, ACCEPTING AND REPHRASING BEHAVIORS AND WERE THE MOST POSITIVE IN TOTAL FREQUENCIES. THEY ENGAGED LESS IN NEUTRAL REJECTION AND NON-EVALUATIVE BEHAVIORS AND USED LESS CONVERGENT QUESTIONING THAN DID THE OTHER CLASSIFICATIONS.

INTERESTINGLY, CLASSES 3,4, AND 5 EMPLOYED FAR LESS POSITIVE BEHAVIORS AND MORE NEGATIVE BEHAVIORS REFUTING THE ASSUMPTION THAT TEACHERS OF SIMILAR 'LOWER-CLASS' BACKGROUNDS COULD BE MORE APPROPRIATE FOR CHILDREN OF INNER-CITY SCHOOLS.

MUCH MORE RESEARCH OF RELATIONSHIPS OF CULTURAL BACKGROUNDS OF STUDENTS 'MATCHED' AND 'NON-MATCHED' WITH PUPIL GROUPS IS NEEDED AND WORTHY OF INVESTIGATION IN COLLEGES OF EDUCATION.

CHAPTER II

SUMMARY OF THE WEXPO-9 PROJECT

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

THE WEXPO-9 PROGRAM WAS CONCEIVED WITH THE OBJECTIVES OF PROVIDING 'PREPARED' TEACHERS FOR INNER-CITY SCHOOLS; TO ASSESS THE INFLUENCE OF PREPARATION IN THE CONCEPT OF THE 'LANGUAGE OF TEACHING' AND IN FAMILIARITY WITH OBSERVATIONAL PROCEDURES AND INSTRUMENTATION; AND TO DETECT CHANGES IN SPECIFIED TEACHING BEHAVIORS OF STUDENT TEACHERS THROUGHOUT ONE YEAR OF JUNIOR-LEVEL PARTICIPATION.

EXPLORATORY PROBLEM AREAS, PROCEDURES AND INSTRUMENTATION WERE PRESENTED IN PHASE I, DESCRIBING THE PROJECT IN VARIOUS ASPECTS: COURSE WORK; ACTIVITIES; INFORMATION RELATIVE TO ADMITTED STUDENTS; STUDENT, SUPERVISING TEACHER AND COLLEGE SUPERVISOR REACTIONS; AND EVALUATIONS.

PHASE II DEALT WITH FURTHER DESCRIPTIONS OF COURSE WORK; STUDENT TEACHING I (FIRST CONTACT) EXPERIENCES AND EVALUATIONS; MEASURES OF CHANGES IN MULTI-DIMENSIONAL TEACHING BEHAVIORS; FINDINGS; AND SUPERVISING TEACHER-COLLEGE SUPERVISORY EVALAUTIONS.

THE FINAL PHASE III WAS CONCERNED WITH THE SECOND STUDENT TEACHING CONTACT II, WITH A DESCRIPTION OF THE OBSERVATIONAL PROCEDURES AND MEASUREMENTS OF LESSON PRESENTATIONS; ANALYSIS OF THESE DATA FOR THE TOTAL WEXPO-9 GROUP, A COMPARISON OF A SELECTED GROUP OF REGION 4 STUDENT TEACHERS WITH WEXPO-9 STUDENT TEACHERS; AN ANALYSIS OF 'GROWTH' PATTERNS OF THESE COMPARATIVE GROUPS; SUBJECT AREA PATTERNS OF VERBAL INTERACTION OF THE WEXPO-9 SAMPLE; SUPERVISING TEACHER EVALUATIONS; AND A TWO-FACTOR INDEX OF SOCIAL CLASS BACKGROUND AS RELATED TO OBSERVED LESSON STRATEGY BEHAVIORS DURING THE SECOND CONTACT

PHASE I

HIGHLY SIGNIFICANT INTER-RATER RELIABILITY AND STABILITY AGREEMENTS ESTABLISH THE BASIS FOR THE FOLLOWING CONCLUSIONS:

1. ONLY A LOW POSITIVE RELATIONSHIP EXISTED BETWEEN ENTERING HONOR POINT AVERAGE AND OVER-ALL COURSE GRADES. THUS, GRADES (PER SE) HAVE LOW PREDICTABILITY TO FUTURE TEACHING AND ACADEMIC SUCCESS.

2. STUDENTS PERCEIVE SCHOOL-URBAN PROBLEMS IN TERMS OF LACK OF QUALIFIED TEACHERS, POOR FACILITY AND PARENT PARTICIPATION, INCREASED TRANSIENCY BUT NOT IN TERMS OF FINANCIAL NEEDS, LACK OF PUBLIC CONCERN, POOR WORKING CONDITIONS OR DANGER TO THEMSELVES. THEY PERCEIVE SCHOOL PROVISIONS NECESSARY AS PROVIDING SOCIALIZING EXPERIENCES OR READINESS FOR CHILDREN, COMMUNITY ORIENTED SCHOOLS, AND A STRENGTHENING OF SELF-CONCEPT AND ASPIRATIONS RATHER THAN IN MATERIALS, METHODS OR PHYSICAL NEEDS -OF CHILDREN- DEALT WITH BY THE SCHOOL.

3. IN SCHOOL SELECTIONS FOR STUDENT TEACHING, THIS GROUP SELECTED SCHOOLS IN WHICH STAFF FRIENDLINESS AND ADMINISTRATIVE HELP WERE APPARENT AND IN WHICH THEY FELT AN ELEMENT OF PUPIL FRIENDLINESS. THEIR PERCEPTIONS OF THE PUPILS, HOWEVER, HAD LITTLE RELATIONSHIP TO THE SELECTION OF THE SCHOOL WHILE THEY TENDED TO SELECT SCHOOLS IN WHICH ADULTS MADE THEM FEEL MOST COMFORTABLE. PERCEPTIONS OF PUPILS AND OF THE SCHOOL WERE OF A LOW POSITIVE ORDER (.014).

4. STUDENT ASSISTANCE FOR SCHOOLS IN THE INNER-CITY IS AVAILABLE. A REQUIRED 57 HOURS FOR PARAPROFESSIONAL EXPERIENCE (A COURSE REQUIREMENT OF EDUCATION 3015) MOUNTED TO 171 HOURS OF EXTRA-EXPERIENCES. ADDED TO THIS WERE 132 MORE HOURS OF VOLUNTEER WORK BY INDIVIDUAL STUDENTS DURING THEIR FIRST 11 WEEKS FOR A TOTAL OF 303 HOURS. THE MOST VALUABLE EXPERIENCES REPORTED WERE THOSE OF WORKING WITH INDIVIDUAL CHILDREN AND EXPERIENCING PUPILS' REACTIONS TO THEM AS ADULTS AND THE LEAST LIKED ASPECT WAS BEING "USED ONLY AS AN OBSERVER" WITHOUT KNOWING WHOM OR HOW TO HELP.

5. WEXPO-9 EVALUATIONS OF EDUCATION 3015 AND ENGLISH EDUCATION 3537 WERE EXTREMELY POSITIVE. THEIR RATINGS DISTINGUISHED BETWEEN THE TYPES OF ASSISTANCE GIVEN BY THE PUBLIC SCHOOL PERSONNEL (ADMINISTRATORS AND TEACHERS) AND THE COLLEGE INSTRUCTORS. TWELVE STUDENTS REPORTED THEIR ATTITUDES HAD CHANGED MORE POSITIVELY; THE REMAINING 5 REPORTED THEIR ORIGINAL ATTITUDES WERE POSITIVE AND HAD BEEN MORE STRONGLY CONFIRMED. SEVENTEEN REPORTED THEIR IMPRESSIONS OF THE SCHOOLS, TEACHING, OR PUPILS HAD CHANGED IN A POSITIVE DIRECTION.

6. SEVENTY-ONE PER CENT OF THESE JUNIORS EXPRESSED THE NEED FOR MORE HELP IN TEACHING (METHODS AND MATERIALS) IN THEIR NEXT QUARTER'S WORK.

PHASE II

1. EVALUATIONS OF ENGLISH EDUCATION 3537 WERE, AGAIN, EXTREMELY POSITIVE. STUDENTS RANKED THEIR TRIP TO THE DETROIT PUBLIC SCHOOL'S CURRICULUM MATERIALS CENTER AS THE MOST VALUABLE ASPECT OF THE COURSE, 'WHAT TO DO' SUGGESTIONS AND THE INSTRUCTOR'S COMMENTS REGARDING THEIR DEMONSTRATION LESSON (VIDEO-RECORDED FOR PLAYBACK IN CLASS) AS NEXT VALUABLE; AND THEIR PARTICIPATION AND VIEWING OF THEIR OWN AND PEER DEMONSTRATION LESSONS AS THE THIRD MOST VALUED EXPERIENCE.

2. REPORTS OF THE BENEFITS AND DISADVANTAGES OF BEING IN A 'CLOSED' CLASS SECTION WERE MOST FAVORABLE.

3. SOME INDEFINABLE ADVANTAGE IN BEING ABLE TO SELECT THE LOCALE FOR STUDENT TEACHING OPERATED AMONG THIS GROUP. STUDENTS PLACED IN THEIR FIRST PREFERENCE OF SCHOOL FOR STUDENT TEACHING REVEALED THAT .984 OF THEM RECEIVED AN "A" GRADE FOR EITHER OR BOTH CONTACTS; THOSE PLACED IN THE 2ND, 3RD, OR EXPRESSING NO CHOICE, PREFERENCE OF SCHOOL SHOWED THAT .758 RECEIVED A "B" OR LESS IN EITHER OR BOTH CONTACTS.

4. IN MULTI-DIMENSIONAL ASPECTS OF TEACHING, AS MEASURED BY THE ROSCAR II FORM, WEXPO-9'S EXCEEDED THE MEANS OF A 1967 COMPARABLE STUDENT TEACHER GROUP IN THESE SAME INNER-CITY SCHOOLS BUT WITHOUT THE WEXPO-9 PROJECT EXPERIENCES AND EMPHASES, IN 17 OF 18 MEASURES INCLUDING LEADERSHIP; PARTICIPATION; ASSISTANCE; MOBILITY IN CLASSROOM ACTIVITIES; LECTURE-QUESTION/ANSWER-RECITATION, PROBLEM-SOLVING, DEMONSTRATION AND INDIVIDUALIZED TEACHING STYLES; USES OF INSTRUCTIONAL MATERIALS; POSITIVE VERBAL, PHYSICAL AND COVERT AFFECTIVITY= TOTAL POSITIVE AFFECTIVITY; AND ESTABLISHED LOWER MEANS IN NEGATIVE VERBAL, PHYSICAL, COVERT= TOTAL NEGATIVE AFFECTIVITY.

5. COMPARED WITH MEANS FROM A VIDEO-TAPED STUDY OF DETROIT PUBLIC SCHOOL CONTRACT TEACHERS[1], THE WEXPO-9'S MEAN SCORES EXCEEDED THOSE OF THE AVERAGE

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[1] VIRGINIA B. MORRISON. TEACHER-PUPIL INTERACTION IN ELEMENTARY URBAN SCHOOLS, USOE #2780-W.S.U. COLLEGE OF EDUCATION, DECEMBER, 1965.

CONTRACT TEACHER IN CATEGORIES OF LEADERSHIP; PARTICIPATION; ASSISTANCE AND MOBILITY IN CLASSROOM ACTIVITIES; IN TEACHING STYLES OF LECTURE-QUESTION/ANSWER-RECITATION, PROBLEM-SOLVING, DEMONSTRATION AND SUPPLEMENTAL-ENRICHED-INDIVIDUALIZED PROVISIONS; IN USES OF INSTRUCTIONAL MATERIALS; IN POSITIVE VERBAL, COVERT AND TOTAL POSITIVE AFFECTIVITY; WITH LESS NEGATIVE VERBAL, PHYSICAL, COVERT AND TOTAL NEGATIVE BEHAVIORS. CONTRACT TEACHERS EVIDENCED POSITIVE PHYSICAL CONTACTS TO A GREATER FREQUENCY ONLY. BY THESE COMPARISONS, THE WEXPO-9 STUDENTS AS MEASURED WITH THE SAME INSTRUMENTATION AND SETTINGS WERE THE OUTSTANDING GROUP.

6. BY A FORMULA TO 'EQUATE' INITIAL DIFFERENCES (IN OBSERVATION 1), A COMPARISON WAS MADE WITH THE 1967 STUDENT TEACHER GROUP THROUGH SUCCESSIVE OBSERVATIONS TO ESTABLISH PATTERNS OF GROWTH AND CHANGE, USING THE SAME ROSCAR II FORM MEASUREMENTS AND TIME SAMPLE. AFTER EQUATING THE INITIAL OBSERVATION 1 SCORES (NONE OF WHICH ____ SIGNIFICANTLY DIFFERENT) TOTAL MEANS OF THE WEXPO-9 AND 1967 STUDENT TEACHER GROUPS INDICATED GAINS IN ALL CATEGORIES, WITH THE EXCEPTION OF PROBLEM SOLVING, FAVORING THE WEXPO-9'S. FAVORABLE CHANGES THROUGH TIME WERE THUS CONSIDERED AS HAVING BEEN INFLUENCED BY THE EXPERIENCES OF THE PROJECT RATHER THAN MERELY THROUGH ANY INITIAL ADVANTAGE DURING THE FIRST STUDENT TEACHING CONTACT.

7. SUPERVISING TEACHERS' RANKINGS OF INDIVIDUAL WEXPO-9 STUDENT TEACHERS, IN TERMS OF 20 SPECIFIC CLASSROOM ITEMS OF PERFORMANCE, ESTABLISHED A GROUP MEAN OF 3.06 ON A 4-POINT SCALE FOR THE SECOND CONTACT. A RANGE FROM 2.1 TO 3.9 FOR 16 STUDENTS REPORTED UPON OCCURRED.

8. SUPERVISING TEACHERS ALSO RANKED SUPERVISORY CONFERENCES WITH THE COLLEGE SUPERVISORS AS MOST HELPFUL, IN ORDER OF PRIORITY, WITH OBSERVATIONAL GRAPHS OF INDIVIDUAL STUDENTS PRESENTED FOR INTERPRETATION AND THE 3-WAY SUPERVISORY CONFERENCES (STUDENT-SUPERVISING TEACHER-SUPERVISOR) RANKED AS SECOND AND THIRD MOST HELPFUL COLLEGE SERVICES. LEAST HELPFUL WERE THE COLLEGE SUPERVISORS' WORK WITH STUDENT LESSON AND UNIT PLANS, AS JUDGED BY THESE SUPERVISING TEACHERS.

PHASE III

1. INTER-RATER LEVELS OF RELIABILITY AND STABILITY AGREEMENTS RANGED (.350 TO .937) AT HIGHLY SIGNIFICANT LEVELS BOTH FOR AN INDIVIDUAL STUDENT OBSERVED BY TWO OBSERVERS IN THE SAME SITUATION; IN THE SAME CONTACT; IN DIFFERENT SITUATIONS AT DIFFERENT TIMES; AND IN DIFFERENT CONTACTS AND FOR THE TOTAL WEXPO-9 SAMPLE. THREE OBSERVERS WERE EMPLOYED IN THE WEXPO-9 (N=10) AND THE REGION 4 (N=10) SAMPLE WITH TWO OBSERVERS USED FOR THE TOTAL WEXPO-9 GROUP IN FIRST AND SECOND CONTACTS.

2. THE TOTAL WEXPO-9 GROUP (N=17), MEASURED WITH THE OSCAR 4 VERBAL LESSON STRATEGY FORM[1], SHOWED VERBAL INTERACTION PATTERNS OF:

MORE CONSIDERATION THAN REBUKING AT THE .01 LEVEL
MORE DESCRIBING THAN DIRECTIVENESS OR ORDER-GIVING
MORE INFORMATIVE LECTURING THAN PROBLEM SOLVING STATEMENTS/QUESTIONS
SIGNIFICANTLY MORE ELABORATIVE AND CONVERGENT QUESTIONING THAN DIVERGENT QUESTIONING

SIGNIFICANTLY MORE APPROVING THAN SUPPORTIVE OR REPHRASING EVALUATIVE STATEMENTS (.01);SIGNIFICANTLY MORE ACCEPTING THAN SUPPORTIVE OR REPHRASING STATEMENTS (.01 AND .05, RESPECTIVELY); A PREDOMINANCE OF APPROVING, ACCEPTING, REPHRASING AND/OR SUPPORTIVE STATEMENTS IN COMPARISON TO NON-EVALUATIVE OR ABANDONING OR NEUTRAL REJECTION AND DISAPPROVAL.

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[1] DR. DONALD M. MEDLEY, EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.: 1967.

WITH THE EXCEPTIONS OF MORE INFORMING THAN PROBLEM SOLVING (ASSUMED TO BE INFLUENCED BY THE VARIETY OF SUBJECT AREA LESSONS); LESS DIVERGENT QUESTIONING THAN HAD BEEN HOPED FOR; LESS SUPPORTIVE AND REPHRASING EVALUATIVE REMARKS THAN EMPHASIZED, IT IS CONCLUDED THAT THE WEXPO-9 GROUP FULFILLED THE OBJECTIVES OF THE PROGRAM IN TEACHING STRATEGIES- SIGNIFICANTLY SO IN MANY CATEGORIES.

3. AN ANALYSIS OF DIFFERENCES AND GROWTH IN STUDENT TEACHING WAS CONDUCTED IN THE COMPARISON OF A SAMPLE (N=10) OF REGION 4, SECOND CONTACT STUDENT TEACHERS WITHOUT THE WEXPO-9 PROJECT EXPERIENCES BUT IN THE REGULAR DEPARTMENTAL SEQUENCE AND 10 RANDOMLY SELECTED WEXPO-9 STUDENT TEACHERS IN THEIR SECOND CONTACTS. THE OSCAR 4 VERBAL LESSON STRATEGY FORM WAS USED TO MEASURE DIFFERENCES AND CHANGES IN BOTH GROUPS IN THE SAME TIME SAMPLE. THE WEXPO-9 STUDENTS WERE GIVEN OBSERVATIONAL SCORES AND INTERPRETATION IN INDIVIDUAL CONFERENCES WITH THE SENIOR AND JUNIOR ADVISERS. THE REGION 4 STUDENTS RECEIVED NO FEEDBACK INFORMATION FROM THEIR COLLEGE SUPERVISOR WHO ALSO WAS THE OBSERVER, WITH THE AUTHORS, OF THE TWO STUDENT SAMPLES.

OBSERVATION 1:NO SIGNIFICANT DIFFERENCES OCCURRED IN ANY CATEGORY BETWEEN THESE TWO SAMPLE GROUPS. THEY WERE THUS ASSUMED TO BE EQUAL IN OBSERVATIONAL SCORES, BASED ON INITIAL OBSERVATION 1 CATEGORY MEANS.

OBSERVATION 3:BY OBSERVATION 3,WEXPO'S WERE SIGNIFICANTLY MORE CONSIDERATE (.05); SIGNIFICANTLY LESS DIRECTIVE (.05); USED REPHRASING CUES SIGNIFICANTLY MORE OFTEN; EMPLOYED THE TECHNIQUE OF NON-EVALUATION OF PUPILS' RESPONSES LESS FREQUENTLY (.05); WERE HIGHLY AND SIGNIFICANTLY LESS DISAPPROVING (.01); AND SHOWED SIGNIFICANTLY LESS TOTAL NEGATIVE BEHAVIORS (.05) AND MORE TOTAL POSITIVE AFFECTIVITY (.10) THAN THE REGION 4 SAMPLE.

"GROWTH" GAINS, DURING THE QUARTER, WERE COMPUTED BY ASSESSING T-TEST DIFFERENCES BETWEEN OBSERVATION 1 AND OBSERVATION 3 MEANS FOR EACH GROUP. VALENCE TRENDS, BY INTERPRETATION, WERE SIGNIFIED AS POSITIVE IF EDUCATIONALLY SOUND IN PRACTICE; IF CONSIDERED LESS DESIRABLE GENERAL CLASSROOM PRACTICE, ON AN A PRIORI BASIS OF PROJECT GOALS, THEY WERE LABELED AS NEGATIVE TRENDS.

GROWTH DATA: WEXPO-9 STUDENT TEACHERS SHOWED A SIGNIFICANT DECREASE (.05) IN INFORMING/LECTURING; IN NON-EVALUATION INSTANCES (.01) AND IN DISAPPROVAL. AT THE .05 LEVEL MEAN SCORES IN APPROVAL AND ACCEPTANCE ALSO SHOWED A DECREASE BUT THESE MEANS WERE ABOVE THOSE OF THE REGION 4 SAMPLE. GENERAL POSITIVE TRENDS WERE INDICATED IN LESS REBUKING; LESS DIRECTING; MORE DESCRIBING; LESS NEUTRAL REJECTION; MORE TOTAL NEUTRAL RESPONSES AND LESS TOTAL NEGATIVE BEHAVIORS. GREATEST GAINS WERE SHOWN IN THE PROCEDURAL AND AFFECTIVE AREAS.

REGION 4 STUDENT TEACHERS GAINED IN USE OF ELABORATING AND CONVERGENT QUESTIONING ; IN DIRECTIVENESS; IN NON-EVALUATIVE AND NEUTRAL REJECTION CATEGORIES AND IN TOTAL NEUTRAL AFFECTIVITY. OTHER THAN THE MORE FREQUENT USE OF ELABORATION IN QUESTIONS, NONE OF THESE CATEGORIES WERE CONSIDERED OF POSITIVE VALENCE. LOSSES, OR NEGATIVE VALENCE, WERE REVEALED IN MORE REBUKING AND LESS CONSIDERATION; MORE DIRECTIVENESS AND LESS DESCRIBING; A LOSS IN BOTH INFORMING AND PROBLEM SOLVING; A LOSS IN THE USE OF DIVERGENT QUESTIONS; LESS SUPPORTIVE, APPROVING, ACCEPTING AND REPHRASING BEHAVIORS (AT .01,.01, AND .05 LEVELS, RESPECTIVELY)AND A (.01) GAIN IN DISAPPROVAL.

4. SUBJECT AREA PATTERNS OF VERBAL INTERACTION WERE INVESTIGATED FROM THE DATA IN A SEARCH FOR INFLUENCE OF TYPE OF LESSON UPON THE TYPE OF VERBALISM USED. FROM STUDENTS HAVING TAUGHT A LESSON IN THE SAME SUBJECT DURING BOTH OBSERVATIONS 1 AND 3 MEANS WERE COMPUTED FOR READING, SOCIAL STUDIES AND MATHEMATICS LESSONS. IN THE READING AND SOCIAL STUDIES AREA, A SAMPLE OF 5 STUDENTS EACH WERE IDENTIFIED AND A SAMPLE OF 10 STUDENTS HAVING TAUGHT THEIR FIRST AND THIRD OBSERVED LESSON IN MATHEMATICS WAS OBTAINED.

STUDENTS TEACHING MATHEMATICS LESSONS REVEALED A POSITIVE SUPERIORITY IN ALL 17 CATEGORIES- SHOWING GAINS IN POSITIVELY REGARDED CATEGORIES AND DECREASES IN NEGATIVE VALENCE CATEGORIES.

READING STUDENT TEACHERS SHOWED A DECLINE IN REBUKING AND A GAIN IN CONSIDERATION; LESS DIRECTING WHILE MAINTAINING DESCRIBING (OR READINESS-MOTIVATIONAL) STATEMENTS; GAINS IN THE SUBSTANTIVE AREA INCLUDING INFORMING, PROBLEM SOLVING; GAINS IN BOTH DIVERGENT AND CONVERGENT QUESTIONS BUT A LOSS IN ELABORATIVE QUESTIONING; GAINS IN SUPPORTIVE, ACCEPTING, REPHRASING AND NON-EVALUATIVE RESPONSES BUT LOSSES IN APPROVING, ABANDONING PUPILS WITH NO OCCURRENCES OF DISAPPROVAL RECORDED.

SOCIAL STUDIES LESSONS IN THE FIRST AND THIRD OBSERVATIONS, SHOWED THE LEAST POSITIVE GAINS OF THE THREE SUBJECT AREAS: MORE REBUKING, LESS CONSIDERATION, MORE DIRECTIVENESS AND INFORMING; LESS PROBLEM SOLVING, LESS ELABORATIVE QUESTIONING AND MORE CONVERGENT QUESTIONS; LESS APPROVING AND REPHRASING EVALUATIONS; MORE ABANDONING BUT AN INCREASE IN DESCRIBING, DIVERGENT QUESTIONS; MORE SUPPORTIVE AND ACCEPTING STATEMENTS; LESS NEUTRAL REJECTION AND DISAPPROVAL THROUGH TIME.

MUCH MORE RESEARCH IS NEEDED TO ACCOUNT OR PREDICT FACTORS OPERATING UNDER THE INFLUENCE OF SPECIFIC SUBJECT AREAS. GAINS IN POSITIVE DIRECTIONS WERE SHOWN OPERATING IN THE MATHEMATICS AREA; IN ONLY 53 PER CENT OF THE CATEGORIES FOR SOCIAL STUDIES; AND IN 71 PER CENT OF THE CATEGORIES OF READING LESSONS.

5. SUPERVISING TEACHERS AGAIN RATED THE STUDENTS, NOW IN THEIR SECOND STUDENT TEACHING CONTACT, ON A CHECK LIST OF 20 ITEMS ON A 5-POINT SCALE. THE GROUP MEAN OF 4.3 WAS 1.17 UNITS ABOVE THE FIRST CONTACT RATING AND INDICATED A "VERY GOOD" RATING. ASSISTING INDIVIDUAL PUPILS, PROFESSIONAL BEHAVIOR, RAPPORT WITH PUPILS AND CIRCULATING/CHECKING PUPILS' WORK WERE AGAIN RATED AS STRENGTHS OF THE WEXPO-9 GROUP.

GRADE RELATIONSHIPS TO PREFERENCE OF SCHOOL CHOICE INTERESTINGLY REVEALED THAT THOSE STUDENTS WHO RECEIVED THEIR FIRST CHOICE OF SCHOOL ASSIGNMENT ALSO HAD A .98 PER CENT CHANCE OF RECEIVING A GRADE OF "A" FOR THIS PARTICULAR CONTACT (FIRST OR SECOND); THOSE STUDENTS ASSIGNED TO A SCHOOL OF THEIR 2ND OR 3RD CHOICE RECEIVED A "B" OR LESS IN 76 PER CENT OF THE CASES.

IF STUDENT PREFERENCE FOR SCHOOL ASSIGNMENTS COULD BE HONORED, A MORE POSITIVE RELATIONSHIP BETWEEN STUDENT TEACHING GRADE (OR SUCCESS) MIGHT BE POSSIBLE.

6. THE FINAL ANALYSIS WAS CONCERNED WITH THE RELATIONSHIP OF THE OBSERVATIONAL SCORES OBTAINED FROM THE OSCAR 4 V INSTRUMENTATION TO THE SOCIAL CLASS FACTOR. USING A TWO FACTOR INDEX (EDUCATION AND OCCUPATION OF THE HEAD OF THE HOUSEHOLD), WEXPO-9 STUDENTS WERE DIVIDED INTO SOCIAL CLASSES 2-3-4- AND 5. ONE STUDENT, OF SOCIAL CLASS 1, WAS EXCLUDED FROM THESE DATA.

SOCIAL CLASS 2 OBTAINED THE HIGHEST VALENCE MEANS IN AREAS OF CONSIDERATION; DESCRIBING; PROBLEM SOLVING; DIVERGENT AND ELABORATIVE QUESTIONING; SUPPORTIVE AND ACCEPTING BEHAVIORS; APPROVING AND REPHRASING EVALUATIONS; THE HIGHEST POSITIVE TOTAL BEHAVIORS; AND THE LEAST CONVERGENT QUESTIONING, NEUTRAL REJECTION; DISAPPROVAL AND THE MOST TOTAL NEUTRAL BEHAVIORS. WITH THE EXCEPTION OF THE 'NEUTRAL BEHAVIOR' CATEGORY, EACH DEVIATION FROM THE GRAND MEAN OF THE TOTAL GROUP WAS IN A POSITIVE DIRECTION.

SOCIAL CLASS 3 SCORED HIGHEST IN REBUKING, DIRECTIVENESS AND DISAPPROVAL. THEY WERE ALSO LOWEST IN DESCRIBING OR READINESS-BUILDING; INFORMING AND PROBLEM SOLVING; ACCEPTING AND HAD THE LOWEST NEUTRAL TOTAL BEHAVIORS. IN NO POSITIVE CATEGORY DID THEY SHOW SUPERIORITY, BUT DID SCORE AS THE LEAST REBUKING GROUP.

SOCIAL CLASS 4 STUDENTS ALSO REFLECTED STRONG NEGATIVE PATTERNS IN BEING THE LEAST CONSIDERATE; USING THE LEAST ELABORATIVE QUESTIONING; USING THE MOST INFORMING STATEMENTS AND CONVERGENT QUESTIONS; AND HAVING THE LOWEST SCORES IN SUPPORTIVE, APPROVING, REPHRASING AND TOTAL POSITIVE BEHAVIORS. THEY ABANDONED TOPICS AND QUESTIONS, DID NOT EVALUATE STUDENT RESPONSES AND WERE (WITH CLASSES 3 AND 5) STRONGLY DISAPPROVING COMPARED WITH SOCIAL CLASS 2.

SOCIAL CLASS 5 DEVIATIONS FROM THE GRAND MEAN REVEALED THE SAME TYPE OF NEGATIVE PICTURE IN BEING HIGHLY DIRECTIVE; USING FEW DIVERGENT QUESTIONS; ABANDONING AND NOT EVALUATING RESPONSES; NEUTRALLY REJECTING AND DISAPPROVING FOR A HIGH TOTAL NEUTRAL (WITH CLASS 2) AND NEGATIVE BEHAVIOR COUNT. ONLY IN REBUKING STATEMENTS WERE THEY RECORDED AS HAVING THE LEAST TALLIES.

THE SAMPLES FOR CLASSES 2 AND 3 CONSISTED OF EQUAL NUMBERS OF STUDENTS.
CLASSES 4 AND 5 WERE COMPOSED OF ONLY 2 STUDENTS EACH.
MEANS AND DEVIATIONS FROM THE MEAN WERE USED IN COMPUTATIONS.

THE SAMPLE SIZES MIGHT HAVE SKEWED THE RESULTS IF EXTREMES OF THE LATTER CLASSES WERE CONSIDERED AS REPRESENTATIVE OF THE TOTAL CLASS. HOWEVER, IT IS A CONTENTION OF THE AUTHORS THAT, AGAIN, MORE RESEARCH INTO THE SOCIAL CLASS FACTOR IS FEASIBLE AND DESIRABLE SINCE THESE LIMITED FINDINGS STRONGLY SUGGEST THAT SOCIALLY UPPER-MIDDLE CLASS STUDENTS (COMPOSING THE MAJORITY OF TEACHER GROUPS) FIND IT LESS DIFFICULT TO "RELATE WELL" WITH PUPILS FROM INNER-CITY AREAS, THAT ARE CULTURALLY DIFFERENT, THAN HAS BEEN PREVIOUSLY SUPPOSED. CLASSES 3, 4, AND 5 ENGAGED IN FAR LESS POSITIVE BEHAVIORS IN THE CLASSROOM WHICH REFUTES THE ASSUMPTION THAT TEACHERS OF SIMILAR "LOWER CLASS" BACKGROUNDS WOULD BE MORE APPROPRIATE FOR CHILDREN OF INNER-CITY SCHOOLS.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

IN MANY WAYS THIS THREE-PART JUNIOR YEAR PROJECT RESEMBLED A REGULAR DEPARTMENTAL STUDENT TEACHING PROGRAM, WITH THE EXCEPTION THAT THE SCHOOLS WERE 'SPECIAL SERVICE' SCHOOLS, ADAPTABLE WITHIN THE STRUCTURE AND STAFFING OF A CO-OPERATIVE COLLEGE-PUBLIC SCHOOL RELATIONSHIP FOR TEACHER EDUCATION.

FIVE ADDITIONAL FEATURES WERE INCLUDED AT THIS JUNIOR LEVEL TO BRING THE PROSPECTIVE TEACHER TO A POINT OF GREATER SERVICE IN THESE SCHOOLS AND TO SUPPLEMENT, RATHER THAN REPLACE, THE STUDENT TEACHING PROGRAM REGULARLY CONDUCTED:

1. THE NUMBER OF HOURS SPENT AT CENTER SCHOOLS WAS GREATER THROUGHOUT ALL PHASES OF THE PROGRAM, PARTICULARLY IN THE OBSERVATIONAL PHASE, YET WITHIN THE CLOCK HOURS OF THE COLLEGE PROGRAM AND SCHOOL DAY. ACQUAINTANCESHIP WITH ALL SCHOOLS OF THE REGION 9 CENTER WAS EFFECTED RATHER THAN MERE VISITATION OF A SINGLE SCHOOL. THE STUDENT WAS "NOT ALONG FOR THE RIDE' NOR WAS HE A CLERICAL ADJUNCT. HE WAS TO BECOME A RESPONSIBLE PART OF THE CENTER 'POOL' OF TEACHERS AND TO PARTICIPATE AS SOON AND AS MUCH AS POSSIBLE. ALTHOUGH THE NUMBER OF ACTUAL DAYS WAS NOT DETERMINED, MANY OF THE WEXPO-9 STUDENTS SUBSTITUTED AFTERNOONS IN THESE SCHOOLS FOR TWO QUARTERS AS AN EMERGENCY SUBSTITUTE TEACHER UNDER THE SUPERVISION OF THE BUILDING ADMINISTRATOR. KNOWING THE CHILDREN, THE STAFF AND THE PARTICULAR SCHOOL ENVIRONMENT WAS CONSIDERED AN ASSET FOR ALL CONCERNED.

2. SUPPLEMENTARY EXPERIENCES, IN CENTER SCHOOLS, WERE PLANNED TO WIDEN THE STUDENT TEACHER'S KNOW-HOW THROUGH CONTACT WITH THE ADMINISTRATORS, MANY OF WHOM VISITED THE STUDENT'S CLASSROOMS AND HELD CONFERENCES WITH THESE STUDENTS;WITH THE SUPERVISING TEACHERS, SPECIAL SERVICE AND COMMUNITY PERSONNEL; WITH PARENTS THROUGH CLASSROOM TRIPS AND MEETINGS; AND WITH THE TOTAL STAFF THROUGH SCHOOL MEETINGS AND WORKSHOPS. WHILE EACH CENTER SCHOOL WAS UNIQUE IN COMPOSITION, SIMILARITIES IN INNER-CITY SCHOOLS SEEMED TO PROVIDE A 'BRIDGE TO REALITY' FOR FUTURE EMPLOYMENT. SIXTY-FIVE PER CENT OF THE STUDENTS, BY PREFERENCE, REPEATED EITHER SCHOOL, GRADE LEVEL AND/OR SUPERVISING TEACHER PLACEMENT WHILE THE REMAINDER OF THE STUDENTS CHOSE TO WIDEN THEIR CLASSROOM EXPERIENCES BY ACCEPTING STUDENT TEACHING AND SUBSTITUTE ASSIGNMENTS DIFFERING FROM THEIR FIRST CONTACT PLACEMENTS. MANY APPLIED FOR SUBSTITUTE PLACEMENT WITHIN THE REGION 9 SCHOOLS; OTHERS SOUGHT PERMANENT PLACEMENT FOR THEIR SENIOR INTERNSHIP IN THE SCHOOL OF THEIR STUDENT TEACHING CONTACT.

3. THE THIRD FEATURE OF THE PROGRAM WAS THE HIGH DEGREE OF RAPPORT AND ASSISTANCE AND INVOLVEMENT BETWEEN THE SCHOOL AND COLLEGE PERSONNEL. THE STUDENT WAS THE INTENDED BENEFICIARY OF THIS COOPERATIVE EFFORT BUT SUCH INTEREST-INTERACTION WAS FAVORABLY EVALUATED BY SUPERVISING TEACHERS AND PRINCIPALS. MEETINGS, CONFERENCES, SEMINARS, WORKSHOPS AND INFORMAL COMMUNICATIONS PROVIDED 'INSTANT FEEDBACK' FOR THE SUCCESSES AND PROBLEMS OF EACH STUDENT TEACHER. SINCE THE SUPERVISORS WERE ALSO THE ADVISERS AND INSTRUCTORS, THESE ROLES BECAME COMPLIMENTARY IN CLASSWORK, SUPERVISION AND STUDENT CONFERENCING. THE ADVISOR-INSTRUCTOR-SUPERVISOR-COORDINATOR RELATIONSHIP PROVIDED

A MORE CONSISTENT BASE FOR THE STUDENTS THAN BEING A TRANSIENT UNKNOWN IN A TOTAL UNCOORDINATED PROGRAM, ACCORDING TO STUDENT EVALUATIONS. WEEKLY SEMINARS AND CLASSES HELD IN THE CENTER SCHOOLS PROVIDED "ON-THE-SPOT" TOPICS OF THE PROBLEMS OF TEACHING IN THE SCHOOL, MANAGING A CLASSROOM, CURRICULUM AND DISCIPLINARY PROBLEMS, SOCIAL-COMMUNITY AID PROVISIONS, SPECIAL METHODS, AND REMEDIAL SERVICES.

A KEY FEATURE WAS THE UTILIZATION OF THE SCHOOL STAFF, WITH WHOM HE BECAME ACQUAINTED AND WITH WHOM HE WOULD BE WORKING ON A FULL-TIME BASIS IN HIS SENIOR YEAR, TO BETTER EQUIP HIM FOR THE SENIOR YEAR INTERNSHIP. ON-GOING EVALUATIONS OF THE STUDENT TEACHING PROGRESS OR PROBLEMS ENABLED THE ADMINISTRATORS TO SHARE WITH EACH OTHER SUCH INFORMATION DEEMED HELPFUL IN PLACING STUDENTS FOR SUBSTITUTE OR SENIOR YEAR TEACHING.

4. CLASSROOM PERFORMANCES IN BOTH MULTIDIMENSIONAL AND LESSON STRATEGY ASPECTS OF TEACHING WERE MEASURED AS SPECIFIC EVIDENCE OF INDIVIDUAL AND GROUP IMPROVEMENT. COMPARISONS WITH PREVIOUSLY STUDIED STUDENT AND CONTRACT TEACHER GROUPS INDICATED THE OVERWHELMING SUPERIORITY OF THE WEXPO-1 GROUP WHEN EQUATED WITH GROUPS IN THESE SCHOOLS.

THE FINDINGS OF THESE STUDIES SUGGEST SEVERAL IMPLICATIONS FOR TEACHER EDUCATION PROGRAMS WHICH ARE TO BE CARRIED ON WITH A NEW WEXPO-1 GROUP DURING 1968-1969 WITH OTHER COLLEGE PERSONNEL. AN AWARENESS OF THE "LANGUAGE OF TEACHING CONCEPTS" AND THE OS$_c$AR TECHNIQUE OF MEASURING CLASSROOM BEHAVIORS, WITH TRAINING IN OBSERVING AND INTERPRETING DATA, HAD A VERY POSITIVE EFFECT ON THE TEACHING BEHAVIORS OF THESE STUDENT TEACHERS AND SHOULD BE CONSIDERED AS AN IMPORTANT PART OF STUDENT TEACHING PROGRAMS. SUCH INFORMATION CAN BE USED TO MEASURE THE VERBAL AND NON-VERBAL BEHAVIORS IN THE CLASSROOM AND IS OF SPECIFIC AID TO SUPERVISING TEACHERS AND SUPERVISORS.

IN THE OPINION OF THE AUTHORS, THE DESCRIPTIONS AND MEASUREMENTS HEREIN PRESENTED INDICATE THAT PROJECTS WITH THESE, AND OTHER FEATURES, MAY BE SUCCESSFULLY IMPLEMENTED, PARTICULARLY IN URBAN AREAS, WITHIN THE DEVELOPING COLLEGE-PUBLIC SCHOOL COOPERATIVE FRAMEWORK AND ENHANCE THE TEACHER EDUCATION PROGRAMS WHICH ARE STRUGGLING TO COPE WITH THE REALITIES OF PREPARING TEACHERS BY MEANS OF SOUND THEORETICAL AND PRACTICAL BASES.